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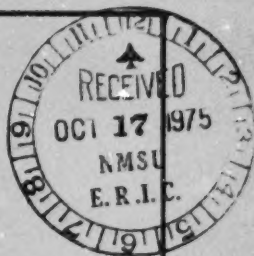
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ABSTRACT

Describing and analyzing the impact of Outward Bound (OB) programs on 12 high schools which reflect OB involvement varying from 1 to 5 years and include urban, suburban, and rural (public, private, boarding, and day) schools, this 1970-71 report is aimed at furthering OB philosophy and method. The report presents OB program: background; evaluation procedures; initiation rationale; funding; impact analysis; recommendations; and generalizations. Brief program descriptions are presented in the Appendix for: East High in Denver; Toledo Public Schools in Ohio; Trenton High in New Jersey; Churchill High in Eugene, Oregon; Concord-Carlisle in Massachusetts; Lincoln-Sudbury in Massachusetts; Minnetonka High in Excelsior, Minnesota; St. Alban's in Washington D.C.; Sterling School in Craftsbury Common, Vermont; Webb-Bell Buckle in Bell Buckle, Tennessee; Germantown Friends School in Philadelphia; and Adams City High in Denver. Major recommendations presented are OB should: not impose its philosophy upon its participating schools; be sensitive to institutional and administrative program readiness; leave program direction/development to school personnel as soon as possible; consider the kind/degree of OB involvement (special vs mainstream); and continue to encourage information dissemination among participating schools. The conclusions presented re: OB impact are OB programs: function as a catalyst; legitimize experiential education; and serve as a vehicle for curriculum reform. (JC)

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*An Analysis of
The Impact*

of

OUTWARD BOUND

on

Twelve High Schools

by

Dr. Joseph R. Schulz

**Distributed by:
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Dear Reader:

OUTWARD BOUND, Inc. and its chartered OUTWARD BOUND Schools operate in the United States as privately supported non-profit institutions seeking to accomplish two primary goals:

1. To establish on a national scale programs directly run by OUTWARD BOUND which demonstrate the effectiveness of its educational philosophy and methods for Americans, and
2. To consciously introduce that philosophy and method for interpretation within traditional public and private education systems.

Since 1968 our energies have been given increasingly to the second of these aims.

Dr. Schulze conducted his analysis independently at the request of OUTWARD BOUND, Inc. It was done as part of a three year project funded by a grant from the Carnegie Corporation which sought to determine the usefulness of OUTWARD BOUND as a contributing experience for teacher training and adaptation within secondary schools. We are pleased with what he found and reported, and challenged by his conclusions and recommendations.

In making An Analysis of the Impact of OUTWARD BOUND on Twelve High Schools available for limited distribution, it is our hope to encourage further the processes whereby OUTWARD BOUND philosophy and method can be more fully utilized within traditional education. Should you wish to explore the possibilities for your institution, we hope you will contact us at any of the addresses given on the back cover.

Murray E. Durst
National Executive Director
OUTWARD BOUND, Inc.
Reston, Virginia 22070

An Analysis of the Impact
of
OUTWARD BOUND
on
Twelve High Schools

Submitted to OUTWARD BOUND, Inc. by:

Joseph R. Schulze
Assistant Professor
Mankato State College
Mankato, Minnesota
September 1, 1971

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INTRODUCTION

Criticism of the schools and the educational process has been extremely heavy in the last decade. A number of writers, including parents, students and educators have articulated their concern with the deficiencies and inequalities in our process of education. Overcrowded classrooms, sterile classroom curricula, rigid codes of behavior have all been widely exposed and discussed.

Educators have not been reluctant to examine and revise their procedures. Innovations have been extensive and impressive in an attempt to meet the presumed needs and interests of students. Schools have introduced experiments in a variety of areas -- flexibility in scheduling and staffing patterns, student interest-centered curricula, and joint student-faculty decision-making committees.

Nonetheless, much remains to be done in order to provide quality educational experiences to our nation's youth and adults. Educators are more and more concerned that education speaks to the values and attitudes of students, to their growth and

development into sensitive, knowledgeable, and responsible citizens. The "affective domain" has frequently been overlooked in the rush to impart technical information and skills.

One program which has developed in the last few years in a number of schools which deals with this concern for personal growth and development is OUTWARD BOUND. OUTWARD BOUND is a process which uses the natural environment to develop in participants a heightened sense of awareness of their own potential and an increase in self-understanding and compassion for others.

Evidence from personal interviews, observations, and questionnaires indicates that the influence of OUTWARD BOUND in the schools is extensive and significant. The programs have dramatic implications for the nature of the educational fare offered by our schools. OUTWARD BOUND in the schools has served as a catalyst. It has stimulated a spirit of inquiry and self-examination which has led to changes in curricula and in relationships between students and teachers. It has encouraged experimentation in the use of experience as a legitimate vehicle for

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instruction and it has fostered a spirit of sensitivity and trust between students and teachers which is all too often uncommon in our nation's schools.

The purpose of this report is to describe and analyze in depth the effects which OUTWARD BOUND has had on twelve high schools across the United States.

CHAPTER I

OUTWARD BOUND: BACKGROUND*

The OUTWARD BOUND Movement is in part the product of the educational theories and practices of German-born Kurt Hahn. Expelled from Germany in 1933, he went to England where he established residence. There he found a climate responsive to his educational ideas and with the financial aid of Lawrence Holt, he founded the first OUTWARD BOUND School in Aberdovey in 1941. The school, emphasizing the development of increased self-knowledge and realization of inner resources through a program of wilderness survival and group living, was a response to the immediate needs to train young British seamen to withstand and survive the hazards of naval warfare. Too frequently, older, more experienced seamen survived these dangers while the younger ones died. It was hoped that a program which

* Those readers already familiar with the background and practices of OUTWARD BOUND may wish to turn directly to the succeeding chapters which examine the effects of OUTWARD BOUND on high schools. For those unfamiliar with OUTWARD BOUND, it is hoped that the following section will bring an understanding of the principles and practices of the Movement.

put young men through a series of testing experiences would develop in them the strength of character and will needed to survive.

It is useful to look briefly at Hahn's ideas about education (from which the OUTWARD BOUND movement developed) before moving to an examination of the OUTWARD BOUND program itself. Kurt Hahn was primarily a social reformer who viewed education as a means for developing character.¹ His chief aim was to produce responsible and active citizens. His concept of citizenship was not unlike the Greek ideal of one who is willing to serve his community in whatever ways he is capable.² Hahn wished to equip his students with the desire, commitment and tools to produce a more humane community. In a speech given in 1936, Hahn voiced his hopes for the role that education might play in improving society.

"We believe that present day civilization is diseased, often sapping the strength of the young before they are grown up, that he who is meant to serve our civilization must be fortified against it; that

¹ Robert Skidelsky, English Progressive Schools, Penguin Books, Ltd. Harmondsworth, Middlesex, England, 1969. p.232.

² Ibid. p. 229.

Education can build up protective barriers and habits likely to provide immunity." 3

Another speech (given in 1965) indicates his concern that education deal more with the training of character than with the training of intellect.

"The tragic history on continental countries transmits the warning that we should take heed of Napoleon's words: 'The world is not ruined by the wickedness of the wicked but by the weakness of the good!' Again and again when disastrous decisions were taken by German governments in the last fifty years, wise men retreated in noble helplessness, lamenting events which they could have influenced. If we take to heart the lessons of history, we will regard it as a serious responsibility of schools to build up nervous strength in the vulnerable, the imaginative, the sensitive by methods which will harden yet spare them, so that they will be better able to stand the strain which responsible citizenship imposes."⁴

John Dewey expressed a similar concern for the affective nature of education when he asked,

"What avail is it to win prescribed amounts of information about geography and history, to win the ability to read and write if in the process the individual loses his own soul; loses his appreciation of things

³ Ibid. p. 232.

⁴ Kurt Hahn, "Speech at Conference at Harrogate", May 9, 1965. Published by OUTWARD BOUND Trust, London, England. p. 3.

worthwhile, of the values to which these things are relative; if he loses desire to apply what he has learned and above all, loses the ability to extract meaning from his future experiences as they occur?" 5

The problems to which Hahn felt education should be more responsive were the problems of a modern society.

Hahn identifies three basic faults which he sought to attack in his schools and his OUTWARD BOUND programs.

Robert Skidelsky, in his book, English Progressive Schools, summarizes Hahn's view:

First, he (Hahn) cites "soft living" in its broadest sense -- the absence of challenges, the permissive environment, the widespread availability of drugs, stimulants, tranquilizers and other forms of escapism -- all of which undermine physical fitness, initiative and self-discipline. Second, he points to the confused restlessness of modern life which, coupled with modern techniques of mass production has undermined skill, care of craftsmanship, pride in work, and various kinds of creative imagination. Thirdly, there is the impersonality of the modern state, becoming more "rationalized" and "bureaucratized" at every point, leading to the breakdown of any sense of community, of personal involvement (compassion). These diseases in combination erode the individual's sense of personal

⁵ John Dewey, Experience and Education, Collier Books, Collier-Macmillan, London, England, 1963. p. 49.

responsibility; typically they produce apathy, withdrawal, cynicism, a feeling of helplessness, and social and moral callousness, which destroy citizenship and place the management of affairs increasingly in the hands of the bureaucrat and efficiency expert, lacking in humanity and imagination.⁶

Given his concern for the spiritual development of youth and a view that action and experience were the vehicles through which knowledge was acquired, Hahn started several schools -- Salem in Germany in 1919, Gordonstoun in Scotland in 1934, and Aberdovey in Wales in 1941. The schools share in common Hahn's view of education through experiences, learning by doing. Along with academic training, major emphasis is placed on developing wilderness skills, physical fitness, craftsmanship and service to the community. These elements are present in the OUTWARD BOUND schools around the world. A look at OUTWARD BOUND in America reveals Hahn's ideals in practice.

In 1962, the first OUTWARD BOUND school in the U.S.A. was established in Colorado. Seven schools

⁶ Robert Skidelsky, English Progressive Schools, Penguin Books, Ltd., Harmondsworth, Middlesex, England, 1969. pp. 232-233.

now exist in the United States, using a variety of wilderness settings -- the sea, the mountains, the forest. The typical OUTWARD BOUND program consists of a patrol of ten to twelve participants led by an instructor and an assistant living and working together in a wilderness environment for approximately 26 days. Training in wilderness skills is given, then immediately put to use as the patrols go out on a series of expeditions. Initiative tests,* rock climbing and rappel, drownproofing, and orienteering hikes are some of the stress activities designed to encourage the participants to confront his emotional and physical fears. Through such confrontations,

* Initiative tests are essentially experiences in group problem-solving. The group may be presented with a wall 13 feet high or a log off the ground with the instructions to get everyone over it. The way in which the group deals with the problem provides excellent material for discussion. The initiative tests are so constructed that the group must interact and work together if they are to solve the problems. Some interesting areas of communication are opened as teachers and students (for instance) begin to work together in order to solve the problem. Dr. Douglas Heath in an article in "What's Happening", states that "Students need more social learning experiences in which they learn how to work cooperatively and not just competitively with each other."

the participant is encouraged to arrive at some understanding of himself and expand his ideas of that which he is capable. A three-day-three-night solo in the wilderness is an opportunity for participants to reflect on their experiences and examine their values. Hahn suggests that periods of aloneness enable a student to glean the harvest from his manifold experiences.⁷ A diary or journal is also kept by the participant during the course, thus encouraging the process of self-examination and reflection. Throughout the course, emphasis is placed on expanding one's view of what one is capable, moral concern for others, and self-knowledge.

Again the words of Kurt Hahn are useful in summarizing the philosophy and goal of an OUTWARD BOUND experience:

An OUTWARD BOUND course can have a transforming effect in a good number of cases. There will always arise occasions during the twenty-six days when a boy or girl

⁷ Robert Skidelsky, English Progressive Schools, Penguin Books, Ltd., Harmondsworth, Middlesex, England, 1969. p. 194.

overcomes his or her fear and feels deeply for a neighbor who needs help. That combination of fear and pity cleanses the soul -- so the philosophers tell us.⁸

Let us turn now to a typical OUTWARD BOUND course itself and examine in detail the significance of some of the factors already mentioned.

Wilderness Setting

The remote wilderness environment has been central to the operation of an OUTWARD BOUND program. In the wilderness, the participants are forced to depend on each other for physical survival; the patrol forms a community all its own with each individual responsible for the well-being (physical, emotional and psychological) of others. The setting is frequently alien to the participant and provides a shock which encourages him to look at himself from a new perspective.

Stress

The role of the activities which produce stress is also fundamental to the OUTWARD BOUND philosophy.

⁸ Kurt Hahn, "Speech at Conference at Harrogate", May 9, 1965. Published by OUTWARD BOUND Trust, London, England. p. 5.

Stressful activities in the form of initiative tests, rock climbs, rappel, and other physical challenges are efforts to show the participant that his potential is greater than he suspects. Meeting these stress situations, the participant develops a feeling that he can do more than he previously realized. This feeling is translated into an improved self-image and an increase in self-confidence. In fact, many of the stress activities represent little physical risk, but all have components of drama and high psychological risk. The role of stress, besides being vital to improving self-image and self-confidence, is also a significant factor in bringing a group of individuals together and welding them into a responsible and concerned community. Presented with a group problem (initiative test such as the wall and beam), the group must function together if they are to successfully solve the problem. These tests are run very early in the course, often at the base camp in order to develop the cohesion and unity which will be needed when the patrol moves further into the wilderness on

expeditions. Various roles emerge as the patrol tries to solve the problem: the leader, the thinker, the helper, the critic, etc. This process is fruitful in generating discussions on the nature of group dynamics and leadership. The initiative tests are specially designed so that all must contribute if the group is to be successful in solving the test. Planning and cooperation are values involved in the experience as well as physical strength.

Rock climbing and the rappel are especially potent vehicles for encouraging trust between individuals and overcoming emotional fears. Tied to the same rope, members of the patrol proceed up a technical climb, each belaying the next in line. The feelings of trust and concern for the well-being of the individual are powerful ones and useful in establishing a base of inter-dependency and mutual concern. Comments frequently heard at the conclusion of a climb are similar to these made by the following participants: "Knowing you are responsible for someone dangling on the end of a rope is an awesome feeling."

It brings out deep feelings and thoughts toward a fellow human being fosters a feeling of closeness." And "I felt not only my own physical triumph and my moral triumph over fear, but also very strongly the inter-dependency of all men."

The rappel, too, is an awesome and dramatic event. Backing over the face of a cliff anchored by a rope held by another inspires one to self-confidence and trust. One teacher summarized the feelings of many about the growth of self-confidence:

"I was terribly afraid to rappel down a cliff whose end I could not see from where I was waiting to go down. I was very apprehensive about having the physically weakest person in my patrol belay me on a rock climb. I went through with both situations and when I was finished with them, I had the greatest boost that my self-confidence ever had."

Expeditions

Expeditions, both with and without the instructor, compose a major part of an OUTWARD BOUND course. It is here that the skills learned earlier will be put to test; here, too, the feelings of responsibility and concern for others are needed to come through

the expedition. The remoteness of the wilderness setting encourages the group to solidify, and intensifies the feeling for each other. Both physical and emotional needs of the individuals become the concern of the entire community. A premium is placed on working together and sharing responsibilities. In this setting the defensive social barriers constructed in civilized society quickly break down and the true nature-strengths and weaknesses of the individual appears. In this atmosphere, the individual comes to some new understandings of himself and others.

Solo

The solo (a three-day-night survival alone in the woods with minimum equipment) is a dramatic individual confrontation with one's physical and emotional fears. Forced to look within for strength, the individual frequently establishes a dialogue with himself leading to an examination of his goals and values. Self-awareness, self-knowledge and self-actualization are basic goals of the solo.

Again the individual in meeting and conquering stress is encouraged to come to a new and deeper awareness of himself and his inner resources.

The solo is purposefully placed at or near the end of the OUTWARD BOUND experience when the participant has much material for reflection and analysis. John Dewey suggests the need for such quiet periods.

"There should be brief intervals of time for quiet reflection provided for even the young. But there are periods of genuine reflection only when they follow after times of more overt action and are used to organize what has been gained in periods of activity in which the hands and other parts of the body beside the brain are used." ⁹

Later he says that for growth to occur it is important that time be set aside for reflection. "To reflect is to look back over what has been done so as to extract the net meanings which are the capital stock for intelligent dealing with further experiences. It is the heart of intellectual organization and of the disciplined mind." ¹⁰

⁹ John Dewey, Experience and Education, Collier Books, Collier Macmillan, London, England, 1963. p. 63.

¹⁰ Ibid. p. 87.

It is in this light that the significance of the solo can be seen.

While the programmatic elements just described are generally common to an OUTWARD BOUND course the OUTWARD BOUND course is not simply a set of practices. The setting for the OUTWARD BOUND course varies from school to school, the teaching styles of the instructors vary from non-directive to directive, the pace of a patrol varies, and the degree of difficulty of activities is set to the capacity of the individuals involved. However, the fundamental purpose and nature of the course remains the same: to encourage greater self-knowledge and confidence, and to generate a feeling of sensitivity and responsibility for others.

OUTWARD BOUND Schools in this country started as summer programs for youths aged 16 to 23. It soon became clear that even as new OUTWARD BOUND schools opened, the program could never reach more than a few thousand students per year. With Joseph Nold of the Colorado OUTWARD BOUND School leading the way, OUTWARD BOUND began to seek relationships with public schools during the school year. If the OUTWARD BOUND program

could be adapted to suit the needs of a public school program, it would increase its impact on students by reaching more of them than it could existing solely as a four week summer experience. At the same time, associations were also developed with industry, youth organizations, camps, and the government agencies. OUTWARD BOUND ran programs for management personnel, Peace Corps trainees and a variety of social work organizations. Police and black community leaders have attended the OUTWARD BOUND course in an attempt to foster racial understanding. High school drop-outs have been enlisted in OUTWARD BOUND in an attempt to encourage more positive attitudes toward self. Some colleges have also opened up OUTWARD BOUND programs, notably Dartmouth College in New Hampshire and Prescott College in Arizona. Thus, it can be seen that the OUTWARD BOUND program is a process which is highly adaptable and speaks to a variety of concerns.

One way to reach more students was for OUTWARD BOUND to initiate courses for educators, which they implemented in the summer of 1968. It was argued that if OUTWARD BOUND could affect the nature and behavior

of teachers toward more responsive and sensitive ways of dealing with children, the OUTWARD BOUND program could reach more youths and possibly even have some impact on the nature of education. Thirty men and six women attended the first Teachers Practica (course) run at the Colorado OUTWARD BOUND School. The receptivity and enthusiasm of the teachers for this course was apparent. Because of the interest in and success of the Teachers Practica, it was expanded to 106 teachers in the summer of 1969 with courses in Colorado and the Dartmouth OUTWARD BOUND Schools. Dr. Glenn Hawkes, assistant professor of the School of Education at the University of Massachusetts, led an evaluation of the 1969 Teachers Practica. The benefits appeared both on a personal and a professional level. On a personal level the teachers gained an increased sense of their potentialities, greater confidence, and learned to relate more sensitively and humanely with others. To the extent that a teacher was altered in these directions, he became a more effective teacher. On a professional level the teachers often transferred the concept of an

experiential curriculum to their classrooms. They also tried to incorporate the drama and immediate relevancy of the OUTWARD BOUND experiences to the methods they used in their classrooms. Science courses using the outdoors were an easy adaptation of OUTWARD BOUND concepts. The experiential classroom activities led to closer relationships between students and teachers as they began to see each other in a new light. In 1970, the Hurricane Island OUTWARD BOUND School in Maine (the only sea school in the United States) was added to the list of schools offering courses for educators. That summer 200 teachers went through courses. In 1971, Minnesota and North Carolina will also offer courses for teachers. Thus, it is apparent that OUTWARD BOUND is becoming increasingly involved in the process of teacher education. Several colleges (Colorado State College, Dartmouth, the University of Massachusetts, and Mankato State College in Minnesota) have all granted graduate credit to teachers and administrators participating in the OUTWARD BOUND course. In September, 1971, Mankato State College will initiate a graduate program of teacher education

which utilizes the concepts of OUTWARD BOUND as a means of training teachers.

With this background on the philosophy of OUTWARD BOUND and its development in the United States, let us look at the nature of the impact which OUTWARD BOUND programs have had on high schools.

CHAPTER II

EVALUATION PROCEDURES

This report is based on information gathered throughout the school year, 1970-71. To obtain information for this study and analysis, a variety of techniques was employed. In each case, I visited the school and observed the various programs. I observed classes as well as OUTWARD BOUND programs in an attempt to gain some feeling for the school. Discussions were held with administrators, teachers, students, parents, and OUTWARD BOUND School directors and staff. Care was taken in these discussions to ask the same questions of everyone. The interviewer tried as much as possible to keep his personal reactions from entering into the discussion. It was always made clear throughout the interview that I was not there to evaluate or judge a particular teacher's personal effectiveness. Reports evaluating the program and proposals for new programs were read to gather information on the nature and effects of the program. Questionnaires were sent to all participating

schools in an attempt to gather further perceptions on the impact and effectiveness of the programs. A continuing dialogue with school administrators, principals, teachers, and OUTWARD BOUND staff was held throughout the fall, winter, and spring by phone, letter and personal visits.

Much of the material for this report is subjective; it represents the views and opinions of a variety of school personnel. As I have listened to students and teachers, observed programs and reviewed materials collected, I have been extremely cautious in attributing effects to OUTWARD BOUND programs and process. Schools are complex institutions, involving both programs and personalities. It is not easy to say why and just how they change. I feel confident in the conclusions which I have drawn.

The purpose of this study is an analysis of the growth and impact of OUTWARD BOUND-type programs in various high schools across the country. OUTWARD BOUND has become increasingly involved in educational institutions and this study is an opportunity to assess this development.

Questions were raised about the history and background of the program. Who started it? What was the

rationale behind the program? Are there areas within a school where an OUTWARD BOUND program is better placed than others? Questions were raised to discover what factors encouraged or discouraged growth and effectiveness of programs. Problems of funding and support were examined. Finally, an analysis was made of the overall significance of the program within the school. How did the program affect students, teachers, administrators, curricula, etc.?

The study includes 12 high schools selected primarily because they represent a cross-section of schools involved to some degree with OUTWARD BOUND. The schools chosen reflect a length of involvement with OUTWARD BOUND varying from one to five years. The schools reflect urban, suburban, rural constituents; they include boarding and day, public and private.

The following is a list of schools:

Public Urban

East High School
Denver, Colorado

Toledo Board of Education
Toledo, Ohio

Trenton High School
Trenton, New Jersey

Public Suburban

Churchill High School
Eugene, Oregon

Concord-Carlisle
Concord, Massachusetts

Lincoln-Sudbury
Sudbury, Massachusetts

Minnetonka High School
Excelsior, Minnesota

Private Boarding

St. Alban's
Washington, D. C.

Sterling School
Craftsbury Common, Vermont

Webb-Bell Buckle
Bell Buckle, Tennessee

Private Day

Germantown Friends School
Philadelphia, Pennsylvania

Special

Adams City High
combines students from urban,
suburban, and rural population.

CHAPTER III

REASONS FOR INITIATION OF OUTWARD BOUND PROGRAM

The specific reasons for initiating an OUTWARD BOUND influenced program in schools vary from school to school. Each school, public and private, urban and suburban, has its own set of problems and needs. One school may be concerned with the lack of initiative on the part of its students, another worried about racial misunderstandings, and another feels a need for a program emphasizing environmental study.¹ However, because the OUTWARD BOUND program and its goals are adaptable to a number of situations a school may have more than one reason for starting a program. In addition, beneath the specific reasons for the intervention of the OUTWARD BOUND programs, there is an underlying sense

¹ It should be noted here (and emphasized throughout) that although OUTWARD BOUND began as a specific set of procedures, it is indeed a process which can be applied to solve a variety of ills. It should also be said that OUTWARD BOUND programs in schools have been initiated from a number of sources. In some cases the superintendent of schools started a program in one of his high schools, in others the principal of a school established a program, in others a teacher, having been to an OUTWARD BOUND course, returned to his school and started a program.

of malaise felt by the administration and faculty about the quality of education which they offer. It is essentially a concern for the quality of relationships between students and staff and a feeling that the traditional curriculum has failed to reach a significant number of students that has led the schools to adopt OUTWARD BOUND programs. The following are the main reasons why schools have established OUTWARD BOUND-related projects.

Student to Student Relationships

At Germantown Friends School, the seventh grade year marks the point where the class takes on additional students. The division between new students and old is dramatized by the fact that several of the new students are from the surrounding community which is largely black. The new students sometimes have had difficulty in breaking into a class which is mostly white and already has existing friendships and relationships. Also, the school itself usually represents a dramatic difference from the previous ones attended by the new students in terms of teaching styles, atmosphere and academic expectations. The seventh grade staff felt a need for an

innovative kind of orientation session for the incoming seventh grade students. They wanted to find a meaningful way both to introduce the new students to the old ones and to provide the class with a set of common experiences out of which the new students could come to some understanding of the school. Some faculty members of the school had heard of OUTWARD BOUND and a few had been either to an OUTWARD BOUND course or a workshop on OUTWARD BOUND. The faculty felt that an OUTWARD BOUND project, because of its emphasis on group process and cooperation, might offer the kind of experience needed to bring together the new and old members of the class. From this point a program was designed whereby all seventh graders went on a two and a half day OUTWARD BOUND experience in the New Jersey pine barrens just prior to the opening of school. Thus, out of a concern for opening the school year with a sense of class unity and providing a base for introducing new students to their school, the staff of Germantown Friends initiated an OUTWARD BOUND program.

Racial Tension

At East High School, a large urban public school, racial tensions were heightening, especially in the

last five years as a result of an increasing number of black students entering what previously had been an all-white school. The principal and staff despaired that racial violence would become a common experience in East High. A report which was made by the East High School staff stated that the purpose of the OUTWARD BOUND project was "to create a greater sense of involvement on the part of the students with their school community -- teachers, other students, the spirit of East High -- to build a willingness to commit themselves to their responsibilities, to maximize the opportunities for understanding in a racially integrated community."²

Joe Nold, Director of the Colorado OUTWARD BOUND School, shares this view as to the purpose of East High involvement with OUTWARD BOUND. He said "We came in when East High was really low. Bob Colwell was seriously searching for solutions to racial separation and violence."³

² Report to the Phipps Foundation, 1969.

³ Conversation with Joe Nold.

Robert Colwell, the principal of East High, later wrote me that the OUTWARD BOUND program at East High "gave us hope during our dark and tense days when racial rage could easily have broken into rioting."⁴

An OUTWARD BOUND program of weekend camping trips, mountain expeditions, and river-rafting trips was started in the hope that it would produce some measure of understanding between black and white student communities. Thus, the OUTWARD BOUND program was used once again with the intention of developing more sensitive relationships between students of disparate backgrounds.

Student-Staff Relationships

Winston Churchill High School in Eugene, Oregon has been a leader in innovation of education. They have initiated a series of technological innovations such as modular scheduling, and a new math and science curricula. However, the staff was concerned about the emotional and psychological growth of the students and was uncertain if the technical innovations spoke to

⁴ Letter from Robert Colwell, February 19, 1971.

these ends effectively. Too, there was a concern that as the school experimented with giving more free time, more independence and more freedom of choice to students, there needed to be an increased level of trust between students and students, and students and teachers. When schools are governed by rules and regulations, it is sometimes easy for suspicion to develop between students, teachers and administration. It frequently takes time and effort and other kinds of innovation to change that suspicion into trust and respect. Consequently, the OUTWARD BOUND program was seen as a chance to further the individual student's growth in ways which the new curriculum and technological innovations weren't doing, and as an opportunity to provide more depth and meaning to relationships within the school. A quote from the proposal for the OUTWARD BOUND project, which would involve 50 juniors and six faculty, suggests the depth of concern of the program developers for the education of the Churchill students and their high expectations of an OUTWARD BOUND program:

"Technological innovations such as television, teaching machines, audio-visual and language labs have provided totally new learning opportunities. Never before has so much been conveyed so well to so many students.

But the question needs to be asked: "Is education developing better people?" Educational reform, by and large, has focused on conveying facts, imparting information, process, technology, methodology. Much less thought has been given to growth, development, maturity; to helping young people become more capable, happy, responsible, functioning adults; with nonfunctioning students, in particular, the main problems of education are not academic, but rather social and psychological." ⁵

The Northwest OUTWARD BOUND School in Oregon had already been in contact with the Churchill School since OUTWARD BOUND had funded scholarships for several teachers and students to attend OUTWARD BOUND courses. Consequently, the OUTWARD BOUND idea was not foreign to the school; they saw that the OUTWARD BOUND process might very well speak to their concerns. Thus, a program was initiated.

The proposal included goals for the teachers as well as for students.

"It is critical that those who teach be as whole and capable and confident as possible. In the face of a burgeoning technology, a rapidly changing sociology matrix, and a shrinking world, the beleaguered educator must attempt to educate. This means he must help prepare his charges for the world, he must help them discover themselves and their places in society." ⁶

⁵ Churchill Challenge Proposal, 1969.

⁶ Ibid.

School, Class Unity

At Webb School, a small boys boarding school in rural Tennessee, a variety of concerns led to the implementation of a program which placed most of the senior class, the headmaster and athletic director in a program run by North Carolina OUTWARD BOUND School. One concern was that students who were not doing well academically could gain a new feeling of accomplishment. A third concern, and maybe most important, the new headmaster sees the OUTWARD BOUND course as a chance to give the students a sense of balance. He said, "The program at Webb School is highly individualistic, a small teacher/pupil ratio, small classes. But they are a unit and we need something to balance the individualization. OUTWARD BOUND provides an opportunity to bring the students together as a unit and gives them a commonality for experience." The athletic director shared this concern for unity and stressed his hope that the OUTWARD BOUND experience would develop in the students a sense of responsibility for each other.

Student Initiative and Self-image

Some schools are especially interested in developing OUTWARD BOUND related programs as a means of reaching the

"turned off" student, the potential or near drop-out. They look to OUTWARD BOUND to give the student a positive self-image by showing him that he can be successful, can persevere, and is needed by and useful to others.

At the School Within A School (SWAS) and the Mini-School, both parts of the program at Minnetonka High School in Minnesota, OUTWARD BOUND expeditions have been instituted in order to improve the self-concept of the students. The students chosen to participate in these programs were specifically ones

"who were not comfortable and productive in a formal classroom situation . . . Many students in these programs have intense personal problems, lack direction and motivation, and because of low level of self-confidence are quite unaware of their potential. Our experiences have shown an obvious need for increased attention to building a healthy self-concept as a prerequisite for all other learnings." ⁷

In both SWAS or the Mini-School, OUTWARD BOUND-type expeditions are used as a means to reach these "turned off" students.

At Trenton High School, Trenton, New Jersey, The Action Bound program (the name for their OUTWARD BOUND program) was specifically instituted to deal with "disruptive" students. "The traditional school curriculum

⁷ Minnetonka High School and OUTWARD BOUND program description, 1970.

just wasn't reaching these students and we had to try something," said the Action Bound program director, Phil Costello.

Conservation Leadership

The Sterling School, a small private boys boarding school in Northern Vermont, has developed an extensive OUTWARD BOUND program with expeditions, classroom study and physical stress as a part of an overall program in developing outdoor leadership. Their general concern with training future conservation leaders who have had extensive experience in and contact with a wilderness environment led them to initiate a series of OUTWARD BOUND related activities. To quote from their literature: "The School, recognizing the dramatic success OUTWARD BOUND has had in identifying leadership qualities in men and women ... created an academic environment which reflected the movement's roots."⁸ The Sterling School staff has adapted and refined the program so that it is now available not only to Sterling School students but to students from other schools.

Thus, the leadership of the school because of their admiration for OUTWARD BOUND philosophy and practice,

⁸ Sterling School literature

and because of their desire to train leaders in conservation, developed a program which incorporated the ideals and techniques of OUTWARD BOUND into the daily curriculum and physical surroundings of the school.

Summary

In summary, the reader should be aware of motivations that have led schools to initiate OUTWARD BOUND-related programs. While some administrators see the program as a chance to reach the potential drop-out and academically unsuccessful child, others see it as an opportunity to foster an atmosphere of acceptance and understanding within the school. Some teachers initiate an OUTWARD BOUND-type program out of a desire to strengthen the student's sense of responsibility, while other teachers view the OUTWARD BOUND model as a means of bringing the curriculum alive. The program then is a process to be adapted to the interests and desires of the administration, faculty and students.

The significance of this point is simply that because OUTWARD BOUND is a process it can be adapted by each school to meet a variety of purposes. Let me

emphasize again that in many cases a school would have more than one reason for initiating a program.

However, it should be noted that if the program is going to become an integral part of the school, it should have a broad level of appeal and support. If the administrator is thinking about school change or reform then the OUTWARD BOUND program should be used for more than one segment of his school population. This point will be discussed in detail later.

CHAPTER IV
FUNDING AND SUPPORT

Funding

In a time when school administrators are constantly being told to cut their budgets, and communities grow less and less willing to pass school tax levies, any school seeking to establish an OUTWARD BOUND program must deal with the question of funds. Inherent in the idea that the OUTWARD BOUND program can become a process which infects the entire school is the notion that it will need substantial funds. Funds are needed for equipment, insurance, transportation, tuition scholarships, special curriculum materials, staff training, and substitute teacher salaries. If the program is to be funded by the school district, it is probable that the program will have to be of such significance as to replace an already existing program. It seems unlikely that at the present time many school districts are willing to add on another budgetary expense. Given this financial situation, it is of utmost importance that the OUTWARD BOUND program demonstrate clear and substantial success and that it gather as much support as possible from a wide variety of sources.

The amount of funding needed will naturally vary from school to school and from program to program, depending on the nature of the particular program. If a school wishes to build its own initiative test course and lead canoe and kayak expeditions, it is going to have a major expense for equipment. If a school wishes to send 50 students and ten teachers per year to an OUTWARD BOUND school, then it must consider how to raise the money for tuitions. If a school simply wants to send certain kinds of problem students to an OUTWARD BOUND school and leave the experience at that, then they have a program which may not cost much but also may have only marginal impact on the nature of the school. The question for administrators is how do I get maximum payoff from an investment in OUTWARD BOUND? This is a question of priorities and a difficult one to solve. The athletic director must decide whether he should invest his budget into replacing the standard athletic equipment a school uses or invest in equipment which could be used to set up an initiative test course -- ropes, walls, etc. Teachers who wish to take students on expeditions

must face the cost of equipment, food and transportation. The extent to which the OUTWARD BOUND program in a school forces those faculty and administrators involved to face questions of educational priority is a healthy process.

The funding for OUTWARD BOUND programs in schools has come from a number of different sources. OUTWARD BOUND, Inc., the national organization which coordinates the efforts of the six OUTWARD BOUND schools, has solicited and received grants to train teachers from private and federal foundations. They have used this money to design programs which are aimed specifically at the goal of teacher education, and have raised money to give teachers tuition scholarships to these programs. (Tuition scholarships are generally about \$500.00) At the same time they have established contact with colleges and universities so that participating teachers can receive graduate credit for participating in an OUTWARD BOUND course.

Individual OUTWARD BOUND schools have also loaned or rented equipment to schools wishing to implement their own programs. OUTWARD BOUND staff have been

made available to these schools to train teachers in wilderness skills, consult about programs, and assist in writing proposals.

The federal government has supported the efforts of the schools to construct OUTWARD BOUND programs -- those which train teachers and those which construct programs for students. The OUTWARD BOUND program at Adams City High School, known as "Dare to Care" was financed by the federal government over a period from 1966-1970. A federal grant was responsible for initiating the program at Trenton High School. It should be noted that grants such as these are essentially to plan and initiate programs with the expectation that the schools themselves will build up the capacity to sustain them out of their own funds.

Private foundations have also proven to be sources for initiating OUTWARD BOUND programs in schools. For example, the Phipps Foundation granted the Colorado OUTWARD BOUND School \$75,000 to develop the "moral equivalent of the mountain in the city." It was this grant which was used by Colorado OUTWARD BOUND to initiate and implement programs in East High School.

In this case, the particular grant had unusually high payoffs as it directly led to the formation of the East High Seminar, a program which has had vast impact on the whole school. A description of this program is contained in the following chapter.

Some superintendents have allocated resources for equipment and tuition scholarships for students and teachers in their systems. As noted earlier, funds from school districts are tight and a program must prove itself before it is likely to receive much support from this source. Nevertheless, Concord-Carlisle High School has granted an eleventh month salary -- i.e., one tenth of the year's pay -- for teachers taking part in the OUTWARD BOUND Practica. The superintendent of the Toledo Public Schools has been a leader in that system in obtaining funds for student and teacher scholarships to OUTWARD BOUND. He has received funds under Title I of the Elementary and Secondary Education Act and has also been resourceful in attracting money from local municipal groups.

Headmasters and principals of schools have some degree of latitude to allocate funds from their individual school budgets for OUTWARD BOUND programs.

Frequently their allocations take the form of tuition scholarships for students and teachers to go to OUTWARD BOUND School courses, or funds for the purchase of equipment. At Webb School, for instance, seniors who were unable to finance their tuition to the school program at the North Carolina OUTWARD BOUND School were granted tuition from the Webb School scholarship fund. It should be noted, however, that long-range, it is unrealistic for a private school to allocate much of its scholarship money for this one experience. At Lincoln-Sudbury High School, the superintendent-principal has allocated resources to the physical education department so that they now have built several of the traditional OUTWARD BOUND school initiative tests on their own school grounds. Principals of the twelve schools in this study have also been generally helpful in granting release time for teachers to plan and implement programs. The role of the principal in clearing away the traditional restrictions (schedule, passes) from interfering with the implementation is a most important one and will be discussed later. It is enough to say for the moment that if the program is going to succeed, it needs the

chief line officer's support in order that petty restrictions do not keep the program from getting underway.

A further possibility is that schools in the same general locale might join together and finance a faculty position for someone to initiate and develop OUTWARD BOUND-type programs. While the financial burden would not fall on any single school, each would receive some impetus and guidance in developing OUTWARD BOUND programs. The Hamilton-Wenham School system (outside Boston) has received federal funds under Title III of the Elementary and Secondary Education Act to develop experience oriented curricula for a number of schools in that area. Given the present national financial picture, this cooperative method seems a most reasonable way of funding the development of OUTWARD BOUND activities in schools.

The students, parents and local businessmen must not be overlooked in the search for financing. While the students are obviously not a likely source of great funds, they have in some cases shown considerable initiative and ingenuity. One particular funding device should be mentioned here as it had considerable

effect outside of the fact that it did raise some money. At East High School the method of raising funds for one specific group expedition had implications for the whole school and community. A description of the device and its significance from the report by the East High teachers involved follows:

Fund-raising provided the greatest opportunity for interaction, responsibility, and imagination. The necessary funds for food, expenses and bus rental were raised entirely by the students. Of the estimated \$1200 needed, approximately \$1000 was raised through a marathon which was programmed as follows: Each student who wished to contribute toward the trip agreed to run in a marathon of approximately ten miles on a Saturday morning in City Park, adjacent to the school. Over 60 participants got other students, parents, or businessmen to sponsor them at ten cents or more per mile. More than the prizes and trophies at the end of the race, it was a great experience for the youngsters in coordinating the effort, soliciting sponsors, running the race in assorted uniforms and collecting the funds for the miles covered. Much good will and interest in the total project was generated in the community as a result of this race, especially aided by good newspaper coverage.

Finally, money was also raised for this East High expedition by the school's Latin American Club who put on a Spanish dinner replete with entertainment and costumes for the school community. The point should be

¹ Report to Phipps Foundation, 1969. p. 12.

re-emphasized that funding devices such as the dinner and marathon bring students and parents together in a joint cooperative project which has significance in terms of sharing responsibility, growth of maturity, and communication. It would be my suggestion that no matter how highly financed a program might be, that some joint student/community effort to raise money or equipment be included in the design of the project.

Thus, it can be seen that in fact money can be raised for initiating OUTWARD BOUND-related programs in high schools. Nevertheless, for programs to receive support beyond the initial implementation stage, schools will have to find a source of money from within. It is unlikely that the organization OUTWARD BOUND can continually provide large numbers of scholarships for students and teachers or at least not enough to meet the increasing demands of schools. Too, private and public foundations usually assume that after an initial planning and development grant, the school will be able to fund the program. Consequently, foundations and OUTWARD BOUND, Inc., represent a finite source. The question becomes then what are the options and

alternatives since funding does represent a continual problem. It occurs to me that schools having already established or wishing to establish OUTWARD BOUND programs must ask themselves continually how they interpret the program.

For instance, one option is for a district to decide that the OUTWARD BOUND experience is an excellent vehicle for training teachers and only allocate money for tuitions for teachers to attend the summer OUTWARD BOUND Teachers Practica. The district might argue that the spin-off in terms of new curriculum and improved teaching techniques from the experience will affect the students without having to send both students and teachers.²

Another option is for a school to send a very small number of students and teachers on an OUTWARD BOUND expedition each term in the hopes that this will bring about some changes toward improving teacher/student relationships as these participants return to school.

² For a full discussion of the potential of the OUTWARD BOUND course for training teachers, see the paper, Evaluation of OUTWARD BOUND Teachers' Practica of the University of Massachusetts, by Dr. Glen Hawkes.

Another option is for the school to decide to plug the OUTWARD BOUND program into an already existing curriculum in the school. For instance, at Lincoln-Sudbury High School the OUTWARD BOUND program is incorporated primarily in the physical education program. Although expeditions which they run need additional funds, they are seen as an integral part of a relevant athletic program. At St. Alban's School, the OUTWARD BOUND process is incorporated into both the physical education program as an alternative to formal athletic games, and also into the science curriculum. As part of an eighth grade science unit on the sea, small expeditions are made to the beach to live and study the ecology of the coast. While this option does need money, it has the advantage of the support of the staff and is not just seen as a peripheral frill.

A further option for an OUTWARD BOUND program is for it to demonstrate such success in terms of the desires and expectations of the school community that it replaces a project already existing in the budget. Several of the high school programs I studied and visited are good, but if they are to receive priority

in their school's budget, they will have to attract wider participation from the student body. In other words, if the program is effective for 100 students, how do we now make it a realistic opportunity for 2400 students? Just considering this question might result in an examination of school programs which would be extremely healthy.

One final option occurs and this may well be the most likely. Once a few teachers and students have been to the OUTWARD BOUND program and have some general level of commitment from non-participating staff and administration, they must seek ways to design and implement a program which incorporates the philosophy and/or techniques of OUTWARD BOUND into their own classrooms or into some already existing structure within the school.

This final option leads directly to the question of how one interprets the OUTWARD BOUND process. If one chooses to see it as a strictly physical and wilderness experience, then one must raise a considerable amount of money for expedition equipment, etc. However,

if one sees the process as a potential model for learning, emphasizing experience/action oriented curriculum or emphasizing group responsibility then these ideas can be incorporated into a curriculum inexpensively. For example, a math teacher returned from a seminar "A Day With OUTWARD BOUND" and immediately incorporated the notion of groups of three and four students working together on tests, papers, assignments in an attempt to develop a sense of concern and responsibility within the students for each other. Another teacher (science) having been involved in the OUTWARD BOUND process required that students have bicycles available so that when the classroom material could be enhanced by short field trips, they had that chance.

To summarize, the funding of an OUTWARD BOUND program in a school is a major problem which involves not just raising funds but an examination of what the school is all about, what its priorities are and what the OUTWARD BOUND experience can add. Much thought will have to go into the question of how to adapt and

interpret the OUTWARD BOUND process so that it is not just a peripheral program for the elect but a process which is available to all. Only in this way can an OUTWARD BOUND program have a major impact on the total fabric of the school.

Support

The problem of funding raises the larger question of general support. Once beyond the initial implementation stage, the OUTWARD BOUND program if it is to grow and have a significant impact on the total educational process within an institution, must receive endorsement from a number of sources: the students, parents, faculty, administration and community.

It was pointed out in Chapter III that since the OUTWARD BOUND process speaks to several different concerns -- unmotivated students, curriculum reform, relationships between races and between students and teachers -- there is reason to believe that the program has usefulness for all segments of a student body. In fact, it would be a mistake to limit the program

to only one group within a school such as the "drop-outs", the mountaineers, or the over-achievers. As stated earlier, the program developers should try to expand their programs so that they are available to all students.

A key factor in limiting the success and impact of OUTWARD BOUND related programs in high schools is lack of faculty support. Some programs have had only marginal impact because they have failed to gain the support and/or enthusiasm of a large number of faculty members. For instance, at Adams City High School the entire faculty was not made a part of the planning and decision-making process; consequently, the program never achieved a great deal of faculty support. They felt that the OUTWARD BOUND program was being foisted upon them, many did not understand its goals and some were quite threatened by the presence of two Colorado OUTWARD BOUND staff in the school.³

An inordinate amount of jealousy developed among the high school toward the OUTWARD BOUND staff members. The public school teachers felt that too much attention was

³ However, some aspects of the Adams City program are successful, and still exist today.

given to the program and they resented students missing regular classes when they were participating in our "Dare to Care" activities. This problem was never fully resolved. More time in the planning of a program and involvement of the high school faculty would help to overcome this obstacle. ⁴

The problem of how quickly to implement a new program is not a question to be answered easily. Obviously, administrators cannot always wait for full faculty support before implementing a program. It should be noted, however, that a program such as OUTWARD BOUND which represents a dramatic change from the standard academic curricula will need some degree of explanation and interpretation if the faculty is to be supportive. Thus, early on in the planning and initial implementation stages, meetings should be held to educate the non-participating faculty members about the program. Certainly the program would be more readily accepted if non-participating faculty members were informed and involved in the planning and decision-making process.

The factor of who initiates the OUTWARD BOUND program is not crucial to the success of the program.

⁴ Letter from Dr. Stuart, Associate Secretary of AASA, February, 1971.

Programs have been initiated by superintendents, principals, and teachers. The point is that no matter who initiates the program, it must receive the support and encouragement of different segments within the school. If the teachers initiate the program and then receive no help from the principal in clearing away some of the petty rules and restrictions, then the program has little chance of success. On the other hand, if the superintendent or principal starts the program and doesn't arouse support from the general faculty, then the program will suffer.

Misconceptions about what the OUTWARD BOUND program is and its significance for high schools are common. Frequently, faculty members fail to see that the OUTWARD BOUND process does have implications for the academic process. As one teacher said to me, and this comment is representative of this type of criticism, "I don't have time to worry about self-concept, these kids have got to learn to read and write." His point suggests that if OUTWARD BOUND programs are to be successful within a school, they must prove that they have an academic component or lead toward academic

success, and are not simply a physical or wilderness program.

Some schools are dealing with this issue and relating the process to existing class work. For instance, at St. Alban's School, in Washington, D. C., an eighth grade inter-disciplinary unit on the sea has been designed. Students share responsibilities, work together, take trips to the beach to research, study and experience first hand what they have been talking about in the classroom. One eighth grade teacher, commenting on the value of the course and particularly on the camping expeditions to the beach said, "We talked about salt marshes, the shift of sand in class, but now they have a real picture of what we were discussing. It means much more." Partially as a result of the academic success of the unit on the sea, St. Alban's now offers a credit course for its high school students which involves group study, service projects, and expeditions.

East High School has also used the notions of OUTWARD BOUND to further improve its academic programs. A Western History course meets almost entirely in the

Western History Museum. The students are also assisting the curator in setting up dioramas with a Black and Chicano focus. An urban studies course begins by placing the students in the field gaining experiences out of which they can draw some conclusions and generalizations.

Given the fact that the OUTWARD BOUND program does have academic relevance and implications for the traditional curriculum, time should be spent in explaining, defining and interpreting the experience to faculty members, parents and administrators. In-service meetings with small groups of staff working together to make the connection between experiential education and the traditional or standard curriculum would be a significant way to introduce the program into a school plus insure that the program would have some measure of support.

Short day or afternoon demonstrations with faculty participation put on by OUTWARD BOUND staff would further help to explain the teachings and goals of an OUTWARD BOUND program and its implications for high schools. These participatory demonstrations would be especially

useful in getting faculty and administrators to experience the process, rather than simply get an intellectual or verbal understanding of the program. The national office of OUTWARD BOUND runs a one-day workshop for administrators and teachers which has been successful in getting across the meaning of OUTWARD BOUND. One tenth grade teacher from Germantown Friends School enjoyed the workshop and found that it gave her several ideas for her math class which she implemented. She said, "I told Bob Lentz (Education Coordinator) that the one day with OUTWARD BOUND really helped me to structure my course." This teacher has since become a strong advocate with the school of the seventh and tenth grade OUTWARD BOUND programs.

Assembly programs in schools and other forms of general publicity have been an effective means of gaining support for the OUTWARD BOUND program. Students who have been on OUTWARD BOUND courses have given presentations which have been helpful in raising student and faculty interest. Students have also given successful presentations to school community meetings and parents meetings. At Lincoln-Sudbury High School,

where there is now a high level of student participation in their Nimbus program (OUTWARD BOUND), students have used a number of different means to create an awareness of OUTWARD BOUND. OUTWARD BOUND presentations made at various school meetings, display cases, bulletin boards, poster, yearbooks and school bulletins have all been used to publicize what they were doing in OUTWARD BOUND. Joe Kleiser, the director of the program, feels that the publicity has been especially effective in gaining support for the program. Over thirty-five teachers have taken part in the seven day OUTWARD BOUND orientation course and seven teachers have been to the standard OUTWARD BOUND Teachers Practica in the summer. The superintendent-principal, Willard Ruliffson, has stated that the program has been successful in gaining widespread support. He told me, "Of all the new programs which we have, Nimbus has attracted the least criticism or coffee room innuendoes." Evidence of this widespread support is the willingness of the staff to release students from regular classroom assignments in order that they may take part in the week long expeditions which are the heart of their program.

Reports and evaluations of pilot OUTWARD BOUND programs are another way to raise interest and support for in-school programs. Several effective reports have been drawn up by schools, and are available from those schools. Each OUTWARD BOUND school in the geographic locale of the high schools involved should keep a file of reports on programs which could then be shared with schools who wish to have more information. In this way, the OUTWARD BOUND school might serve as an information center or clearing house, so that information about the development of programs could be exchanged between schools, no matter what stage of planning or implementation they were in.

A final point should be made about the problem of developing widespread support within a school community for an OUTWARD BOUND program. The program developers should make it clear that there are a variety of ways for people to contribute to and participate in the program. Some parents have provided technical advice, others have provided equipment and some adults from the community have joined the expeditions. The first program of expeditions at Lincoln-Sudbury High School was enhanced by the presence

of two officers from the district police department and a reporter from a local newspaper. This kind of community participation is highly desirable. Each OUTWARD BOUND affiliated project might make available a list of different involvements and commitments from which interested individuals might choose. Fund-raising, publicity, transportation, report writing, advising and skill training are just a few examples of areas in which a program might wish to involve people. It should be remembered that some teachers and parents may wish to contribute to the program, but simply want to find some way other than backpacking through the woods for a weekend.

Summary

Funding and generating support from within the school community are important ingredients in the growth of the OUTWARD BOUND program in high schools. Most important, program developers must seek widespread support from members of the school and community so that the program receives fully accepted status. Consequently, developers should be constantly aware of the politics

within schools of gaining support. This idea has implications for the OUTWARD BOUND staff as well, as they must be certain to enter a high school on the school's terms. While they may wish to play the role of agent provocateur, they must be concerned that they do not move too quickly or into areas for which they are unprepared or unasked. This point about the role of the OUTWARD BOUND School staff will be taken up later.

CHAPTER V

A CASE STUDY: EAST HIGH SCHOOL

In a study of the impact which OUTWARD BOUND has had on high schools, it is helpful to take an in-depth look at one high school which has had a long association with OUTWARD BOUND-related programs in its educational framework. This examination is helpful in that it will provide the reader with a sense of what implications an OUTWARD BOUND program might have for a high school. The East High OUTWARD BOUND program is not chosen here to be used as a yardstick or a model to which other schools can be compared. It is chosen with two reasons in mind: one, its association with OUTWARD BOUND (in particular with the Colorado OUTWARD BOUND School) has been a long one (five years) and this program has had a chance to evolve and to be implemented; two East High School itself is especially representative of the major problems facing American education today. A public, urban high school large in size, 2500 students, with considerable racial mix -- 50% white, 40% black, and 10% Spanish-American -- it stands in the mainstream of education. *

* Again let me emphasize that having chosen East High School, I am not making a negative judgment about the programs in the other eleven schools used in this study.

The association between the Colorado OUTWARD BOUND School and East High School grew out of a shared concern for the climate of human relations at East High. As the school population shifted to include an increasing number of black students into what had been a white upper middle class school, it was obvious that racial tension was a big problem. Both Joseph Nold (Director of Colorado OUTWARD BOUND) and Robert Colwell (principal at East High) felt that the OUTWARD BOUND process with its emphasis on group responsibility and group problem solving experiences might be useful in alleviating an atmosphere of distrust and fear. A \$75,000 grant for three years (\$25,000 per year) was received from the Phipps Foundation in 1966 to develop programs which would foster better human relations. While the initial motivating force behind the introduction of OUTWARD BOUND programs into the school was a concern for relationships between the races, the overall effect of the program was much larger. Once OUTWARD BOUND programs were introduced, it was found that they had implications for student and faculty relations within the school, and for the curriculum and methods of instruction as well. It is important to note that two

of the main reasons for the success was that the chief executive officer of the school, the principal, and the Colorado OUTWARD BOUND School staff understood clearly the concerns which East High had and structured their activities to satisfy those needs.

The OUTWARD BOUND program at East High was implemented in the summer of 1967 when students and teachers began attending regular OUTWARD BOUND summer courses. Because of their positive experiences in the summer courses these teachers and students encouraged others to take part and a considerable level of interest in OUTWARD BOUND was raised in the school. The association with the Colorado OUTWARD BOUND School led to a variety of experimental ventures. The following six programs indicate the main experiments.

1. OUTWARD BOUND Courses. Several students who had been identified with leadership potential and teachers took part in the normal 26-day summer OUTWARD BOUND courses. This cadre of teachers and students, increasing in number each year, returned to East High and introduced other types of OUTWARD BOUND-related programs. The students were especially responsible

for recruiting participants for OUTWARD BOUND programs and for helping to lead and organize programs such as expeditions, field trips, etc. The teachers were excited by the OUTWARD BOUND experience and returned to their classes with a new sensitivity and appreciation of the student-teacher relationship. In many cases they became more aware of the problems and feelings of students and closer informal relationships developed between teachers and students. There is an ease and warmth about the atmosphere in the hallways at East High which contrasts markedly to the guards, monitors, and strict regulations enforced in the hallways of many other public schools I have seen. Students and teachers who had worked, struggled and played together in a common venture found that the closeness gained under experiential conditions could be carried over into the academic world of a large public school. Teachers also found that out-of-school experiences could be educational and began to design such experiences. (As noted earlier, a full report on the effect of OUTWARD BOUND on teachers can be read in The Teacher Practica Evaluation led by Dr. Glen Hawkes.) Teachers were especially helpful in encouraging other teachers

to become aware of the possibilities of an OUTWARD BOUND course; several more teachers took part in the OUTWARD BOUND Teachers Practica in the following summers.

2. The Aufsteiger's Mountaineering Club. A club, varying at times from 25 to 35 participants, was formed to introduce the OUTWARD BOUND concepts and activities into the school at a student level. Mountaineering activities plus first aid, map and compass, ropework, campcraft, rock climbing, and mountain rescue were part of the activities run on weekends and after school. Members of the Aufsteiger's Club became leaders and organizers of some of the major trips which are described next. While the Aufsteiger's Club has been important in generating more interest and approval for OUTWARD BOUND activities, mountaineering itself is a limited activity as it requires a great deal of supervision, equipment and safety precautions. It was also found that mountaineering itself had an appeal pretty much restricted to white upper class youths and thus as an activity did not truly represent the overall character of the student body. Consequently, the faculty and administration in conjunction with members of the Colorado OUTWARD BOUND School sought to develop other

programs using the experiential concepts of OUTWARD BOUND which might be more attractive to the minority students. The Aufsteigers, though limited in numbers and appeal, have been valuable in terms of their experience in organizing and advising other activities and expeditions.

3. Vacation Field Trips. A major achievement arising out of the relationships with OUTWARD BOUND has been service field trips to San Felipe, California and to Creel in Chihuahua, in North Central Mexico. Thirty-four students and nine adults went on the trip to San Felipe to repair some of the damage to a fishing village which had been ravaged by a hurricane. Most in need of repair was the local school which became the center for the groups' activities. The purpose of the trip to Creel was to investigate the feasibility of further trips to this area to perform service functions. The two trips involved many exciting learning experiences - travel to a foreign area, immersion in a different culture, a feeling of responsibility for others and development of leadership and organizational skills. The two trips also were composed of a cross-section of the school

population - racial, social, and economic. This factor provided a very important outgrowth of the trip; the interaction between the students of different backgrounds and the students and teachers. Another result of the program was to suggest to students that they could become involved in some very vital programs and could achieve something. Finally, the vacation field trip also helped to legitimize the notion of out-of-school experiences as real educational experiences with both academic and social value. Partially as a result of the success of these trips, the East High Seminar was developed. This Seminar will be discussed later.

4. Academic Field Expeditions. Academic field expeditions were led by various faculty members of East High in an attempt to enhance and enliven the material which they were presenting in class. One of the most successful expeditions was the Yampa Green River expedition. The Yampa and Green River is a wilderness area of dry rock cliffs. The rivers cut through layers of sandstone and limestone to form narrow canyons with 1,000 foot walls. Geology, biology, archeology, and history were the academic subjects to be explored.

Apart from the academic studies, emphasis was also placed on the development of self-confidence, team involvement, patience, perserverance and responsibility. Thirty students, five teachers and seven boatmen went on the expedition. Because students and teachers were involved in a mutual search for answers to academic and social problems, it was found that more sensitive relationships developed between them. These relationships also carried over when they returned to the school and to some degree affected the climate between students and teachers generally. Again, teachers came to the realization that academic work could and did take place outside the four walls of a classroom.

5. Classroom Curriculum-Experiential Learning.

One of the goals of the OUTWARD BOUND staff and faculty at East High was to develop curriculum to be used within the school which would incorporate some of the concepts of an OUTWARD BOUND wilderness experience - specifically to create a sense of understanding, involvement, commitment, and responsibility toward one's life in a complex urban environment. An American History course focused on the city, its growth, its problems, and

potentialities; topics such as race relations, police relations, housing, education, employment were all studied in the class. The OUTWARD BOUND process "suggested the use of small groups, drawing upon the experience of the students as a prime educational resource, the use of the world beyond the classroom to broaden student experiences, planned activities to maximize interaction between students, and teachers and students, service activities as a basis of study." ¹ A wide variety of outside speakers provided diversity of point of view to the course. Group field trip experiences were an integral part of the program; students spent time living on a Navajo reservation and with migrant laborers. Another group spent their Christmas vacation in Greenwood, Mississippi. While there are encouraging examples of the use and adaptation of OUTWARD BOUND processes, it should be noted that this coursework is limited to a few classes and thus a relatively small number of students. However, these examples are especially important for they suggest what can happen when a staff begins to view education

¹ Report to Phipps Foundation, 1969:

as a process which includes concrete experience outside the confines of the classroom walls.

Thus, some of the faculty at East High have taken pains to translate the OUTWARD BOUND approach to their classrooms in an attempt to provide a more student-centered approach, as well as to bring the academic material to a point where it is experienced first-hand by the student. Once again, underlying the academic work and experiential processes is an emphasis on personal growth and group cooperation.

6. Service. Underlying several of the field trips and expeditions taken by the East High students, faculty, and OUTWARD BOUND staff is the idea of giving service. The vacation field trips were initiated with service in mind. Several attempts were also made to introduce this idea of service at school as well as on the out-of-school projects. Cross-age tutoring and an emergency first aid group at Denver General Hospital were two ways in which this idea was put into practice. This is an extremely important part of the OUTWARD BOUND process; the students have found that they are worthwhile, and that they can do something helpful and responsible.

Thus, the association between the Colorado OUTWARD BOUND School and East High School resulted in a number of experimental programs. Notably through this association teachers and students have become aware of a number of possibilities for education which heretofore had not been realized. A number of teachers also had the opportunity to experiment and put into practice ideas which they had long harbored but not had a chance to implement. Field study trips and service expeditions lent evidence to the fact that education can and does take place off the school grounds. A program of physical and emotional stress can be instrumental in producing relationships which are trusting, caring and responsive. Personal growth in terms of self-knowledge and examination of values are an important part of a classroom teacher's responsibility.

One must be careful not to lay all of these changes in attitude and programs at the feet of OUTWARD BOUND. In fact, the program has served as a catalyst in the school. The changes are the result of a combination of an enthusiastic and concerned faculty, a

dynamic principal willing to open the way for structural change,² and a process (OUTWARD BOUND), which spoke to the immediate needs and desires of the staff. After taking part in the OUTWARD BOUND approach, the staff had the ingenuity and insight to adapt this approach to their particular classrooms and personal interests.

Senior Seminar. The six levels of programs just described were key factors in paving the way for a major innovation in the program of instruction started in the spring of 1970 and is to be repeated spring term 1971 -- the East High Senior Seminar. Briefly, the East High Seminar tries to incorporate many of the activities and insights of the six programs into one coherent, unified experience over the course of a semester. One hundred students (seniors) and

² Once again let me emphasize the importance to the growth of a program of having the support of the chief line officers, i.e., the principal. In each high school where the OUTWARD BOUND program has flourished, the principal has been a major factor. It is the principal who can shuffle the schedule, and can grant permission for students and teachers to leave school property; he is the one who can clear away the numerous petty road-blocks which are often used to suppress innovations or changes. In the specific case of East High, Robert Colwell has been an ardent supporter of OUTWARD BOUND within the school. His support in dealing with the central administration, school board, parents, faculty and students has been the chief reason for the development of OUTWARD BOUND related programs within East High.

five contract teachers formed the East High Seminar, assisted by several student-teachers. Members of the OUTWARD BOUND School staff acted as advisers to the program. The program focused on utilizing such concepts as "full field time study, multi-disciplinary team teaching, and intensive group living."³ The one hundred students involved were representative of the racial mixture of the school. At least 25% of the students were identified as "target" students having college potential, but who were achieving poorly and lacking in motivation. The one hundred students were divided into groups of twelve which were led by full-time teachers, and several student-teachers. The eighteen week semester-long seminar was composed of two, two and a half, and three week long modules, each focusing on one area of study. A three week OUTWARD BOUND course began the semester as a means of injecting a sense of group cohesiveness and trust, which would be needed throughout the semester if this experiment in education was to work. All students took part in the OUTWARD BOUND Navajo Culture, Urban Design and River modules. After that

³ Report on East High Senior Seminar, 1970.

the students were free to choose between Politics and Power or Urban Arts, and Hispano Culture and Space Technology and Man.⁴ To give the reader a further sense of the total program, I include a description of the eight modules offered as quoted from the design made by the East High Senior Seminar staff.

1. OUTWARD BOUND: (All disciplines) group decisions, problem-solving; personal growth through meeting vigorous physical challenges in a strange environment.
2. Politics and Power: (Social Studies and English) centered at state capitol building where students met each day at a designated committee room; studied governmental process by attending sessions of the legislature and committees, interviewing lobbyists and legislators, attending court sessions and doing independent study projects.

⁴ Report on East High Seminar, 1970, p. 4.

3. Urban Arts: (Art and Science) a mobile course using the fine art centers throughout Denver and Boulder; experiences included dance lessons, impromptu theater, visits to design forums, etc; designed to discuss the aesthetic city.
4. Navajo Culture: (all disciplines) a study of the Navajo's herding, rural, non-community culture through a five-day live-in and three days of academic work at Prescott College.
5. Hispano Culture: (Social Studies and Art) centered at El Centro Cultural, Denver, the study of a recently urbanized minority culture, and its roots in migrant agricultural labor; involving a five-day live-in in the San Luis Valley.
6. Space Technology and Man: (Science and English) using the various aero-space and technological installations along the front range, a study of modern technology and its implications for man today and in the future, heavy emphasis on ecology.

7. Urban Design: (all disciplines) an investigation of current physical problems in the design of the city; consideration of day-to-day operation of the city through its departments; using facilities of Denver Planning Board, Downtown Improvement Association, Skyline Urban Renewal as well as city offices.
8. Green River: (all disciplines) a twelve day rafting expedition along the Yampa and Green River system through Dinosaur National Park; use of Seminar staff and Park rangers to investigate geology, ecology, paleontology, anthropology, and history of the region; six days in camp for academic work.⁵

The results of the Seminar have been measured by pre- and post-attitude tests, opinionnaires, parent questionnaires, teacher reports and student journals and evaluations, tutoring progress and college entrance records. It is not the intent of this chapter to evaluate the strengths or weaknesses of the seminar, but to suggest the implications in terms of programming

⁵ Report on East High Seminar, p. 6,7.

which a relationship between OUTWARD BOUND and a school might have. The various evaluation procedures and their specific results are in the full report on the East High Senior Seminar which is available from East High. Summarily, the results of the evaluation indicate that students emerged with a better self-concept, had greater interest in academic material, had more in-depth relationships with others. Parents felt that the program encouraged positive attitudes toward college, and toward improving the community, and encouraged a sense of understanding about self.⁶

East High School then is a positive example of what can develop from an association between OUTWARD BOUND and a high school. Programs have developed at a variety of levels and these have changed the nature of the school. It is important to note once again that much of the success lies in the fact that OUTWARD BOUND is a process which the East High staff molded to meet their particular interests and needs. Also, the goals of the staff of East High and OUTWARD BOUND

⁶ Conversation with Joseph Nold and Robert Colwell, November, 1970.

⁷ Conversation with Joseph Nold in March, 1971.

were similar. In particular, the human relations goals of OUTWARD BOUND were the same as the staff and administration of East High. Joe Nold, Director of the Colorado OUTWARD BOUND School, described their association as a "good marriage". We provided the skill and ideas at East, and they had the freedom to develop it on their own within the perimeters of the school. We came in when East was really low. Colwell was looking for solutions to racial separation and violence." ⁷

Given that we are dealing with an area which is hard to measure (human relationships, attitudes), nevertheless I feel the following specific conclusions can be drawn about the impact which the OUTWARD BOUND programs have had on the school as a whole. Clearly, it has generated some new and beneficial relationships within the student body and faculty. The programs have affected the values and concerns of some of the students. The racial atmosphere is tolerant and peaceful. In addition, while observing classes, I sense that many students were finding something relevant and personal about their work in school. Controversial topics were discussed openly in class with little of the fear and

silliness which often accompanies these discussions. Students also seemed to trust their teachers. The frequency of contact between students and teachers after regular school hours and on weekends is an indication of their closeness. One measure of the impact of the programs is that other high schools in the Denver area are now requesting the aid of the Colorado OUTWARD BOUND School. In my discussions with students and faculty, it was clear that they felt that the various OUTWARD BOUND programs had contributed significantly to the overall educational program. The principal, Robert Colwell, wrote at length to me, describing the impact of the programs on the school. He stated -

1. It (OUTWARD BOUND programs) gave us hope during our dark and tense days when racial rage could easily have broken into rioting.
2. It has given many teachers a new perception of the teaching-learning process. They have lost their fear of being themselves and of becoming personally acquainted with pupils.
3. Contrariwise, it has disturbed several teachers who are afraid to let down their protective barriers, but some of these are beginning to.
4. It has given us insight to ways of making curriculum relevant without losing a sense of discipline and order.

5. We have developed a new perception of the role of the field experience as an integral part of education. The Senior Seminar ... is our consummate illustration.
6. It has focused on educational goals to the fact that building confident manhood and womanhood comes first and filling vacuums of the mind comes second.
7. It has given many students at East the feeling that they are members of a community which is outgoing, progressive and cares.

Some specific, direct effects of the involvement of OUTWARD BOUND on the school are as follows:

- a. A two period Urban Studies course starts by placing students in the field and then asking them to extrapolate from and organize their experiences.
- b. A Western History Course meets almost entirely in the Western History Museum, where the curator is enthusiastic about accepting the help of our pupils to include a Black and Chicano dimension in the dioramas.
- c. A Biology class has as one requirement that every student have available a bicycle so that the class may take off on any given day.
- d. An Ecology class has similar flexibilities.
- e. It is not uncommon for teachers to invite members of the class to join them for an overnight rap session in⁸ the mountains.

⁸ Letter from Robert Colwell, February, 1971.

Summary

The association between Colorado OUTWARD BOUND School and East High School has been a fruitful one. The programs which have emerged from this relationship have not only affected the relationship between students, and students and teachers, but also have served to challenge the traditional notions of what constitutes a good education. I think it is in this area that OUTWARD BOUND has made its major contribution to the school. The programs implemented have served to excite many of the teachers and at the same time encouraged them to question what they had been doing in the classrooms. As Charles Silberman states in his examination of the schools, Crisis in the Classroom, "Schools fail, however, less because of maliciousness than because of mindlessness."⁹ The fact that teachers are examining and questioning what they have been doing in the classroom is a step toward better schools. On the other side as the principal suggests, there is still reluctance and resistance on the part of some teachers to experiment and open up their classrooms; however, to

⁹ Charles Silberman, Crisis in the Classroom, Random House, New York, 1970. p. 81.

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the degree that OUTWARD BOUND has succeeded in opening up some classrooms and has helped to challenge and question the fundamental base for education at East High, it has made a significant contribution.

CHAPTER VI

ANALYSIS OF THE IMPACT OF OUTWARD BOUND

The introduction and implementation of OUTWARD BOUND related programs into high schools has had a sizeable and widespread impact on those schools. The programs have affected teachers - their relationships with student, the way they teach, the material they use, and their relationships within the school. The programs have had an effect on the curriculum offered at the schools. Parents, school administrators and the community personnel have also felt the effects of the OUTWARD BOUND programs.

It is not the intention of this analysis to suggest that all of the changes to be described are solely attributable to OUTWARD BOUND. The OUTWARD BOUND programs do not operate in a vacuum within a school. Other innovative programs, plus effective traditional programs and teachers all operate at the schools used in this study. However, the OUTWARD BOUND program is a significant factor in changing the schools. Many of the students, faculty, and administrators interviewed in this study felt that the OUTWARD BOUND programs were directly responsible for the changes which have occurred in their schools.

In review, the reader should remember that this analysis is based primarily on discussions with a variety of school personnel, personal observations within the school, and a number of written questionnaires. Thus, the material is somewhat subjective; however, the writer has been very cautious in attributing changes and effects to OUTWARD BOUND programs.

One final word of caution: the impact of the OUTWARD BOUND related programs is not the same in all of the schools. As mentioned previously, the schools vary in geographic locale, constituency, size, amount of funds, too, the intentions and motivations of the program initiators also vary from school to school. However, it is fair to say that the following changes and results of the OUTWARD BOUND program have occurred to some degree in many of the high schools studied.

Impact on Teachers

The impact which OUTWARD BOUND related programs have had on individual teachers has been immense. The programs affected participating teachers both personally and professionally. Teachers have found that they are more sensitive and aware of the concerns and feelings

of students once they have taken part in some OUTWARD BOUND related activity. Frequently the OUTWARD BOUND activity is a new experience for the teacher. He is thrust into the role of a learner or student, a role which many teachers have forgotten. Often the teachers gain a new dimension of understanding with their students as a result of participating in an OUTWARD BOUND activity. Many of the schools have run activities in which the students and teachers participate together by design. The closeness and trust which is developed living in the wilderness or in the stress activity frequently lead to closer, more trusting relationships back in the classroom. These relationships, in turn, affect the tone and atmosphere of a school and also have an effect on the amount of learning skill taking place. At a suburban Minnesota high school, a canoe trip with students and teachers began an experimental class. The relationships which were built in the woods carried over into the classroom. One teacher expressed the benefits gained from the trip in this way, "Your relationship with the kids, that's where the big payoff is. The trip built relationships which helped me when I went to do academic skills back in the classroom."

The tenth grade students and faculty at Germantown Friends School took part in an abbreviated OUTWARD BOUND experience for three days at the Delaware Water Gap. They went out of a concern that better communication between students and teachers develop. Though brief, the experience of camping and undergoing stress together seems to have had some impact on the relationships back in school. Students and teachers both had the chance to view each other in different roles. One teacher said, "The OUTWARD BOUND experience gave us a basis so that we could discuss the problems of how we relate to each other." Another teacher stated, "I found out more about those eight kids in three days than I had in a year of school." The head of the Upper School at Germantown some months after the three-day wilderness experience felt that it had been useful in producing better relationships. He said, "The tenth grade faculty has a much more relaxed, warm feeling about the class as a result of the experience."

The vice-principal at Churchill High School in Eugene, Oregon was one of six faculty members and fifty students (juniors) who participated in a

twenty-one day OUTWARD BOUND program run by the Northwest OUTWARD BOUND School. He also felt the strength of the program was in the area of communication between students and teachers. He wrote, "I learned a lot about kids. You know when you're twenty-five or thirty, you really start to wonder how younger people think...teachers should be aware that their role is going to change, that they're going to be one of the crowd and not the authority figure they have been. A lot of kids called me John and not Mr. Clyde and I found it quite comfortable." He concluded about the significance of the program, "Educators need to listen to young people, to share their thoughts, their ambitions. OUTWARD BOUND is a chance for all this. The barriers get broken down."

A teacher also present on the Churchill Challenge spoke of his experiences,

It was a good experience. It's good for teachers. I really did learn. I had too many stereotypes about students. There was one kid that I had thought was sort of nothing. Here, he was always first. He volunteered for everything. I saw whole persons for the first time. Society reinforces inhibitions. Here on the challenge, the inhibitions broke down. You can hardly cover up tiredness or blisters. I was able to throw off my protective cloak and I think the kids liked me. I'm a better teacher.

The program at Churchill has expanded to include the four high schools in Eugene. The schools are now working together on a joint project, which is significant in itself. Also, the OUTWARD BOUND trip is being planned by a joint student-faculty committee.

The superintendent of schools in Toledo, Ohio is an ardent advocate of the OUTWARD BOUND process. He participated in a five day river-rafting seminar in Colorado and has been encouraging his faculty to go on the OUTWARD BOUND Teachers Practica. Several teachers, and many students have now taken part in some form of OUTWARD BOUND experience. Frank Dick, superintendent, claims that the OUTWARD BOUND experience is more important for teachers than it is for students. He said, "OUTWARD BOUND has put some spark in the staff. It has served to revitalize some people and put some spring in their step."

One of the principals of a Toledo High School (Woodward High) took part in an OUTWARD BOUND course. He found that, "I can relate much better now with these young men and women." He has encouraged his teachers to participate in OUTWARD BOUND activities. Of those who have taken part, he says, "The teachers have learned

that learning does take place when children work with other children."

Thus, one effect of OUTWARD BOUND related programs in schools is to bring the faculty and students together in a different context than the traditional classroom. Stereotypes are broken down, and students and teachers begin to relate to each other in more understanding and tolerant ways. As the relationships between students and teachers becomes more personal, the learning process is enhanced. Many teachers feel they can relate more closely with students and many students feel that their teachers are now human, with feelings, concerns, and sensitivities not unlike their own. While this cannot be said for all teachers and students of any one school, it is clear that as more and more teachers and students in a given school take part in an OUTWARD BOUND related activity, the overall climate of relations within a school is improved.

Impact on Students

The impact which OUTWARD BOUND related activities, has had on students has been impressive. The areas of personal values, individual initiative and maturity are difficult to measure, yet evidence from personal journals,

comments from teachers and parents indicates that OUTWARD BOUND has been a valuable influence on students. This report has indicated already the value which these activities have had on the relationship between students and teachers, so there is no need to repeat. Many students have attained an increased sense of potential and accomplishment from the successes which they have gained in OUTWARD BOUND. This sense of self-worth and accomplishment is frequently carried over into the academic and extra-curricular activities in the school. Many students have found that the OUTWARD BOUND activities have made the academic aspects of school more relevant. As the academic curriculum incorporates more learning by doing activities, the interest and participation of students is increased.

The OUTWARD BOUND program at Webb School in Tennessee is indicative of the potential for students which this kind of activity might have. The headmaster and athletic director, (both of whom accompanied the seniors to the North Carolina OUTWARD BOUND School) initiated the program in the hope of improving the level of communication and responsibility between the students. They found the program powerful; it increases levels of

student concern and responsibility and served to raise the level of academic achievement. An English teacher remarked, "The class showed considerable change in personality, direction and character. In many boys there was a distinct, marked academic improvement."

Another teacher related that, "They returned more self-assured, confident; they had more direction. My feelings at the time was that this OUTWARD BOUND experience really helped them get prepared for college." The assistant headmaster felt that the "group returned more thoughtful and generally carried out responsibilities with greater competence than before." A teacher of history felt that "many of the students disliked school, but after OUTWARD BOUND they seemed to understand school. They worked more as a unit. They worked to help each other on studies. They took responsibility for each other." The athletic director when asked about the effects of the 18-day program stated,

"The effect of the OUTWARD BOUND program was to bring the class together. They got to know each other and accept each other for what they were; it was like a family. The students began to recognize and appreciate individual peculiarities. There's never been a time when things went so smoothly at Webb, after it was over. The kids really took care of themselves in the dorms and in their classes."

An OUTWARD BOUND experience was implemented for the 7th grade students at Germantown Friends School in Philadelphia as a means of introducing new and old members of the class and faculty to each other. The three-day program run on the Rancocas River in New Jersey served as an excellent vehicle to start the academic year. One parent commented that "it (the OUTWARD BOUND experience) got the class off to a happy start for the year."

A teacher remarked that "The three days gave the class a whole set of common experiences. I could refer to the experience on the river, or the ropes or whatever. No class has had that before." Another teacher commented, "The experience wasn't long enough to develop the sense of group cooperation to the extent I wanted, but it did serve to introduce the new students into the class." A parent related how much of a difference this kind of orientation was for her daughter than when her son entered 7th grade. One teacher commented, "There always seemed to be so much riding of kids before, but generally they now seemed nicer to each other." The comments of the seventh grade students support the views of their

teachers and students. One said, "It made me get to know people much better." Another, "It got me a lot closer to people; I respected him because he was scared." Another, "I really didn't have any friends at the beginning of the trip. During the trip I made a lot of friends because you have to help each other." And finally, "I had the feeling there were no new people; they weren't new to us."

Thus, this brief but stressful experience facilitated communication between students, students and faculty and served to provide a common set of experiences from which the school year could start.

The Action Bound Program (their title for OUTWARD BOUND) at Trenton High School in New Jersey is a conglomeration of experiences, wilderness survival training, tutoring in academic work, service work, field trips and weekend outings. Initiated as an attempt to reach "disruptive non-productive" students, it has been successful in motivating many students towards more positive self-images and "positive attitude toward school". Students labeled as uncooperative held jobs in hospital emergency wards, and performed with state police and fire rescue squads as a part of the Action

Bound program. Science study taught through living in the appropriate wilderness environment took on added meaning and seemed to increase academic achievement.

A research study performed by two staff members from Princeton University concluded as follows about the effects of the Action Bound Program:

On the basis of this study, it can be said with confidence that compared to a matched control group of students, and as a consequence of OUTWARD BOUND training these inner-city disadvantaged students began to develop those attributes of character which act as a foundation for achievement and for mature social participation. OUTWARD BOUND training initially captures involvement through competition and cooperation in exciting physical activities and focuses upon the pedagogical effects of social participation. After such training there was a significant change in the attitude of OUTWARD BOUND students (a) in regard to themselves -- perceiving themselves as more active, stronger, and generally more positive and less alienated; (b) in regard to others, a greater tendency to see peers and teachers as more positive and helpful; and more positive attitude toward participation; (c) in regard to the possibility of their reaching general positive goals and a more mature goal orientation expressed by greater flexibility of means. In addition, the relevant teachers perceived OUTWARD BOUND students as being more positive in general, as showing a greater interest in helping others and as developing a greater capacity of self-assessment (indicated by their greater responsiveness to criticism by the teacher).

¹ Harold N. Schroeder, Robert E. Lee, "Effects of OUTWARD BOUND Training on Urban Youth", Princeton University, 1968.

Finally, each of the schools used in this study could furnish numerous examples of students who have been influenced by the activities of OUTWARD BOUND programs. The ones cited have been chosen to suggest some of the dimensions of the influence which an OUTWARD BOUND program might have. It might be mentioned again that the impact which OUTWARD BOUND has had is not singular; it does not affect only students. Each program infects the total school community directly or indirectly as it influences students, teachers, and administration. Changes are made in the climate, relationships, and curricula as these people who have participated in some type of OUTWARD BOUND experience return to the school environment.

Impact on Curriculum

As the OUTWARD BOUND programs have affected the quality of the relationships between students and teachers, they have also affected what is taught in the schools and the way it is taught. More and more, educators are realizing the value of experience oriented activities as a means of teaching the academic curriculum. As well as enhancing the academic material, experience activities have a social value in terms of developing

student initiative, responsibility and class unity. Personal values, self-examination and growth now become a legitimate concern in the classroom. St. Alban's School in Washington, D. C., has initiated a unit on sea ecology for eighth graders, which involves a weekend trip to the beach where the students study, collect and classify samples, and do service work for the wildlife refuge. Sixty students and eight teachers are involved. The importance of the unit apart from its experiential nature, is that it is a multi-disciplinary unit taught by the math, science, English and government teachers. Not only does this unit bring teachers together, it also involves students from different grade levels. The sixty eighth graders are divided into patrols which are led by students from the high school. While this is a small program, it is significant in that the sea unit serves to introduce concepts such as cross-disciplinary curriculum team teaching, cross-student communication and field experience.

At St. Alban's a handful of teachers have also initiated what they call the Voyagers Program, which serves as an alternative to the physical education period. Kayaking and rock climbing are some of the activities

in which students participate. As an alternative to the traditional physical education program, an OUTWARD BOUND activity has a great deal to offer. The activities are dramatic, challenging and stressful, yet demand no unusual amount of coordination or training. Any number can play, and in most cases the expense for equipment is not high.

At the Lincoln-Sudbury High School in Massachusetts, the influence of OUTWARD BOUND programs was first strongly felt in the physical education department. All five members of the physical education staff have participated in the OUTWARD BOUND Teachers Practica during the summer. Their involvement in the Practica has changed their concept of physical education. While retaining the traditional team sports, the staff now offers a great number of wilderness activities. The students and staff have designed and built on the campus several of the obstacles used by OUTWARD BOUND in their initiative tests. Tire swings, ropes, the wall and beam are now a part of their physical education equipment.

One and two week courses are available throughout the year for teachers and students. Instruction in wilderness skills, rock climbing, expeditions are all part of these courses. There has been high student and faculty interest and participation.

In addition, all students in the tenth grade take a nine-week course entitled Outdoor Pursuits. The course includes the initiative tests, ropes course, woods rescue, snowshoeing, cross country skiing, and discussions. With the addition of this special course, plus the added OUTWARD BOUND activities, the physical education staff feels that they are servicing more students than before. They also find that their real concern is with instilling positive attitudes about the outdoors and physical exercise generally rather than the traditional notion of simply performing exercise and building teams. Enjoyment and understanding of the outdoor environment are key goals of the department.

In addition to having an impact on the physical education curriculum at a number of schools, OUTWARD BOUND related programs have frequently led to changes in the academic curriculum. The OUTWARD BOUND programs have served to legitimize the notions that learning takes place outside the four classroom walls and that experience can be a regular and useful vehicle for instruction. As mentioned already the Sea Unit at St. Alban's takes place, in part, at the sea. Other examples include Trenton High School where the Science department this

spring took their students on several trips in an attempt to help them arrive at some new understanding of a variety of different outdoor environments around Trenton. The program included both academic study of the area as well as experience living in that environment.

At Concord-Carlisle High School in Massachusetts, several teachers have taken part in the OUTWARD BOUND Teachers Practica over the last two years. The guidance counselor reported that amongst the teachers who have been on OUTWARD BOUND, "There is much more interest in the values and emotional concerns of the students." One teacher, in particular, has focused his course on a search and examination of the values of the student.

At Lincoln-Sudbury High School some changes in the curriculum have taken place, plus some additions. The Home Economics department, for example, offers a course in survival cooking. Several of their courses are also beginning with three to six day camping trips as a means of creating a sense of understanding and sensitivity between the students and instructors.

One of the most dramatic examples of OUTWARD BOUND related curriculum is to be found at the Sterling School in Vermont. OUTWARD BOUND philosophy and practice is

readily apparent throughout the program at Sterling School. The head of the school plus several of the staff have been to the Hurricane Island OUTWARD BOUND School and there is a long time friendship between the head of the Sterling School and the Chairman of the Board of the national OUTWARD BOUND organization. Out of these associations, a number of interesting innovations have grown. The physical education program largely centers around training in wilderness skills. Initiative tests, hikes, shelter and fire building, winter camping and rescue form a large part of their athletic program. Short expeditions and overnight camping trips are held throughout the year. This physical education program is in part a reaction against the standard physical education course. The headmaster said, "Boys generally don't get enough physical exercise. Most physical education classes try to entertain the kids. Most of the physical education programs are inadequate to the needs of the students."

The academic program reflects a great interest in developing leadership in conservation. This interest is not a sop to the current environmental fad, rather the school actively searches for faculty trained in conservation studies. The head of the school feels that the

main responsibility of Sterling School is to foster the growth and development of conservation leaders. He says,

Our study of conservation is more than just a survey. We try to integrate conservation leadership into our total academic program. We study the history of conservation, the use of public media and what the available resources are for solving some of our environmental problems. This is our reason for being. We have to offer something different from the public schools. I think we have a chance to offer something valuable.

In keeping with its emphasis on environmental education and wilderness training, the entire school (fifteen faculty and one hundred and ten students) takes a three day camping trip in Northern Vermont. Students are divided into patrols with faculty members as advisors and a senior student as leader. Much of the training in wilderness survival and woodland ecology is put to test at this time. This winter trip is an extremely important part of the Sterling program as comments from the faculty attest. One said, "It's the heart of the school, it's what makes the place go." Another commented that the trip had great carryover for his classroom, "Success on the winter trip is often followed by improved achievement in the classroom." Another said, "The boys realize their

limitations, they gain a great respect for the awesome power of Nature, but they frequently find that they can do much more than what they thought." The headmaster who also teaches an English class spoke of the social importance of the trip.

"In the woods, new associations grow, the faculty sees kids in a new light. I know in my own class, the kids found that I was competent in the woods, and in particular one boy found that I really did like him, which is something he didn't realize in my English class."

The notion of service is also evident at Sterling. Three times a year (for one week) students are released to perform a service project in some community. "It's important for them to accept a responsible role and see that they can and are useful" is the justification for this aspect of the program according to the headmaster.

This year, Sterling School now offers what they call the Short Course in keeping with their basic idea of offering instruction in environmental education and leadership. The Short Course is a three-week course in outdoor leadership, run by the staff and students at Sterling for students from other schools. Given the natural setting of the school, and the talents and interests of the Sterling faculty, the president and headmaster feel

that offering this type of instruction to the public schools is part of the responsibility of the independent school. The three week course run in all seasons offers both academic instruction and field experience. Activities vary with the season, but all courses "include physical training, survival techniques, forest-fire control, conservation studies, Northern woodland ecology, nature study, photography and home-school academic lessons in the classroom."¹ (The home-school academic lessons allow the students to help keep up with the work going on back in the school which they regularly attend.) The Short Course has had an immense impact on the Sterling School students. The public school students (the course is also open to girls) add flavor and diversity; a dimension not always present in an independent school. The head of the program relates that, "When we have the Short Course going on, the school is a different place; our kids aren't locked into the same faces each day." More important, the Sterling School students serve as assistant instructors to the Short Course participants. Twenty-two to twenty-five participants, Sterling students, instruct in fire-building, shelter-building, map and compass work and

¹ Literature on Short Course, Sterling School.

orienteering. On the value of the students serving as instructors, Steve Wright, the head of the program, says,

The biggest impact is the boys being teachers in our Short Course. They're put in a different position - that of a teacher. They have the major responsibility. Here's a patrol and a job to do, teach them how to do it. We get much more out of the boys this way - they think about others, care about others, and really begin to look at human relationships in a way they don't when they're simply fulfilling the role of a student.

Thus, the Short Course is a dramatic innovation in a variety of ways. First, it arises out of a concern that an independent school provide a service or opportunity to public schools. Second, the Short Course itself is innovative as a combination of both academic classroom work and field experience. It is aimed at developing attitudes and leadership potential as well as understanding and knowledge. Third, the Short Course places students in charge of teaching and assisting other students, a notion which runs contrary to the way many American classrooms are run.

In addition to the features described as indicative of the impact which OUTWARD BOUND philosophy and practice has had on Sterling School, one further outgrowth of this association with OUTWARD BOUND is the solo. A three day

three night period alone in the woods for all seniors at Sterling just prior to graduation is required; it is seen as an opportunity to reflect on the value of their education as well as to use the outdoor skills developed during their enrollment at Sterling.

While this report has not meant to dwell excessively on the Sterling School Bounder Program, I think it is justified in that the school has been affected in so many areas as a result of the OUTWARD BOUND philosophy and practice. The reader should be cautioned that OUTWARD BOUND, the organization, is not directly associated with the Sterling School. However, OUTWARD BOUND philosophy and practice, introduced by a few members of the school, have met with a receptive and concerned faculty and consequently the program has grown in such a way as to infuse the total school, its character and program. To make this point completely clear, I quote from the Sterling School literature.

"In 1962 Sterling School, a non-profit boys boarding school, grades nine through twelve, in Craftsbury Common, Vermont, inaugurated a new educational approach of physical and mental challenge integrated into a college-preparatory curriculum; by 1964 it had committed fully its faculty and students to a program which shared the philosophy and some of the techniques espoused by the world-wide OUTWARD BOUND movement . . . It has always made clear that no official relationship exists between the School

and OUTWARD BOUND, however, its admiration and respect for the success of that unusual organization remain firm, and the educational concepts shared by both form a cornerstone of the Sterling philosophy of education."²

In summary, it can be said that the OUTWARD BOUND movement has had a dramatic impact on Sterling School. The philosophy of the school as well as its practices represent many of the ideas of OUTWARD BOUND.

An association with OUTWARD BOUND has also had widespread influence on a number of aspects of the Adams County High School in Commerce City, Colorado. Although there were tensions between the OUTWARD BOUND staff and faculty, several new and imaginative programs were implemented and although OUTWARD BOUND is no longer officially involved in the school, its thought and practice has left a lasting influence.

As previously stated, OUTWARD BOUND is a process which can be used and interpreted in a variety of ways. Introduced for one particular reason, the program may have effects on other aspects of the school then originally intentioned. The program once implemented frequently affects both students and teachers, curriculum, methods

² Literature from Sterling School, p. 1.

of teaching, and extra-curricular activities. At Adams County High School, OUTWARD BOUND techniques were introduced into the school as a means of building the self-image of the students, many of whom were identified as potential drop-outs. The "Dare to Care" program (term used for programs initiated in the high school faculty and Colorado OUTWARD BOUND School) was originated by Dr. Stuart, superintendent of schools, and Joseph Nold, head of Colorado OUTWARD BOUND School:

"Dr. Stuart's original promise was if the OUTWARD BOUND program could inspire young men to overcome adversity through development of inner strength and character through conquering adversity could some of the same concepts be employed on a high school campus and taught to high school boys who were not motivated sufficiently by the existing curriculum to remain in school or to achieve at a very high level if they did remain in school." ³

Some \$84,000 was initially awarded under Title III "to make a frontal attack on the high school's major problem of improving attitudes toward themselves (the unmotivated students) and toward school work by designing,

³ Final report, Title III, "Dare to Care", Adams County School District, 1970. p. 5.

developing, and setting in motion an action-oriented curriculum, integrating components of the OUTWARD BOUND program." ⁴ (Over the four year period (1966-70) in which the project was funded, \$285,000 was awarded by the federal government.) The faculty of Adams City with the advice and assistance of the staff at Colorado OUTWARD BOUND School initiated a number of new programs. Programs ranged from community service projects to wilderness trips, an English class on the Art of Living, to drown-proofing and water safety techniques, an action approach to American history to Mountaineering and Hiking Clubs. In particular, seven programs are still continuing which originally grew out of the association between OUTWARD BOUND and Adams County High School. A brief description of those programs follows to give the reader some idea of the variety of results which the association between OUTWARD BOUND and a high school can produce.

1. Yampa River Trip. Fifty-two students, twelve educators spent four days on the 75-mile river trip. The trip related to academic work being covered in a

⁴ Ibid., p. 6.

conservation class. In addition, students assumed major responsibility for planning and equipping the expedition. Comments from staff indicate that the human relations dimension of the trip was quite significant:

"One of the trip's strong positive factors was becoming closely acquainted with school personnel that I may only see during a faculty meeting. Under the stress and the rush of the river going by, everyone spoke their minds without the distractions of school. This carried over to the boys also, where both teachers and students saw each other differently. Many boys had never seen a classroom teacher without a necktie." ⁵

An evaluation performed by staff at the Colorado State University has determined that some students have been persuaded to stay in school as a result of their participation on the trip, several have an increased level of self-respect, and many have improved attitudes toward teachers and other students.

2. Mountaineering. Several types of mountaineering expeditions and activities were held as part of the "Dare to Care" program. Weekend camping trips and one 21-day expedition in the mountains formed the core of the program. Mountain search and rescue, rock climbing, rappell, and survival techniques were all taught. Much of the

⁵ Progress Report, July 1967 -- "Dare to Care" Program.

training for these trips and expeditions took place on the school campus. According to the staff, the program has been successful in terms of raising the self-image of the students and giving the students a sense of accomplishment. The staff is generally enthusiastic about these activities, but is reserved because of the relatively small number of students and teachers involved. (65 students, 10 teachers).

3. Mini-Programs. Funds were made available for teachers to implement small innovative programs. One teacher purchased a short wave overseas receiver and encouraged students to take it home in the evening and keep a log of stations received. The idea was to encourage students to take an interest in world events.

4. Science Enrichment. This program, implemented on the 6th grade level was designed to familiarize the students with the variety of environments, in and around Denver. In addition, it was hoped that the students would be more appreciative and aware of the need for conservation of natural resources. One of the reasons for this program's importance is its emphasis on study taking place outside the traditional school classroom.

5. Community Service Programs. The intent of the community service program is to increase the level of self-image and confidence of the participating students. Over 400 students (high school) work each day in several different community programs -- Headstart, orphanages, homes for the retarded children.

6. Special Occupational Needs. The Special Occupational Needs program was designed for low-achieving boys and girls to investigate existing jobs in and around Denver. Classes took place at school as well as at the job sites. Work experience was also received at those sites. The intent of the program was to impress upon the students the need for certain qualifications in order to perform a job. Employers in the community provided part-time jobs and training as part of this program.

7. Homecraft House. This project has received considerable publicity and attention. Special education students under the direction of one teacher took upon themselves the renovation of a run-down house. Over a nine-month period the students refurbished and refinished the house. As well as learning a great number of job skills, the students gained an increasing measure of

self-confidence and sense of accomplishment which their classroom experiences had not afforded them.

Finally, then, the association between Adams City High School and Colorado OUTWARD BOUND has had an impact well beyond its original design. OUTWARD BOUND is no longer involved in the school, yet its thought and practice influence the school's current programs. What began as an attack on the under-achieving student has had ramifications on the total school community. Dr. Thelma Dangaard, assistant superintendent of schools, suggests the wide impact that the "Dare to Care" programs have had:

"... the implications of the "Dare to Care" program are much greater than we had originally thought. We have concluded that the challenges and adventure of such activities as mountaineering and rescue work are not the only factors which change the attitudes and behaviors of young people. Our observations cause us to think that such action programs have been productive because they necessarily bring about interactions between teachers and students. We think now that an action-oriented program has great significance not only for the non-motivated but also the earnest, hard-working, motivated and competent students. Recognizing this, we wish to explore the possibility of breathing new life into the standard areas of curriculum, such as the Social Studies, English, Speech and Drama by making these subjects both "action and interaction oriented." ⁶

⁶ Final Report, Adams City High School, October, 1970. p. 8

In light of their experiences with the "Dare to Care" program, the final report concludes with a set of recommendations, three of which are especially noteworthy.

- "2. The concepts of extending the boundaries of the classroom should be useful in the teaching of all types of subjects within the curriculum.
3. That teachers be encouraged by the results of the projects to further employ the concept of closer interaction with their students both within the curriculum and outside the formal curriculum.
5. The students of the school district should be constantly made aware of the necessity of expanding their educational horizon, beyond the classroom and to the necessity of knowing their teachers on a basis of sharing experiences on a different plane than straight pupil-teacher relationships." ⁷

Thus, it can be seen that once started, the OUTWARD BOUND program can lead to changes throughout the school. One further program bears mention as an example of the impact which OUTWARD BOUND can have on a school program. I have already mentioned the changes in the physical education program at Lincoln-Sudbury High School in Massachusetts. Many faculty outside the physical education

⁷ ibid., p. 20.

department have become interested and enthused about the potential of OUTWARD BOUND for their own use and a new course of study is going to be offered in 1971-72. Lincoln-Sudbury High School will offer an alternate semester program for juniors and seniors (50) based somewhat on the East High Senior Seminar described in the previous chapter. The alternate semester designed both by faculty and students will begin with a 25-day OUTWARD BOUND experience. Reflecting the idea of experience as a vital factor in stimulating the learning process, other components of the alternate semester include building a structure on some property in Vermont, two live-in experiences -- one in the city and one in a rural area -- and a study of some aspect of the environment. Similar to the East High program, concrete experiences will be supported by academic disciplines -- writing, reading, computation. At a time when educators are searching for techniques to inspire students to find meaning in their education and in their world, this program seems a dramatic step in the direction of creating opportunities for students to gain such an understanding.

In summary, OUTWARD BOUND and related experiential activities have had a powerful impact on school communities.

It has facilitated understanding within the schools and brought a heightened sense of responsibility and a concern for others to many students and teachers. Attempts have been made to expand the curriculum to include activities which incorporate experiences as a vehicle for learning. Values, emotional growth and development have also become part of a student's classroom experience.

CHAPTER VII
RECOMMENDATIONS

It is the contention of this evaluator that the effects resulting from an association between OUTWARD BOUND and the high schools are quite beneficial. Some general conclusions will be drawn about these effects in the final chapter. The previous chapter cited a number of examples of the direction which an association between OUTWARD BOUND and the high schools might take. The reader should be cautioned that this analysis does not claim that in OUTWARD BOUND lies the solution to our nation's problems of education. OUTWARD BOUND represents one part of a solution and when implemented it can lead toward the humanizing of schools. There is no question that the schools used in this study have felt the impact of their OUTWARD BOUND programs. This is not to say that all have become centers of humanism and learning. Some of the programs are still small, some of the teachers are

still fearful, some of the students are disinterested, some of the programs have died. However, in all the schools there are some teachers and some students who are better for having been involved in OUTWARD BOUND or a related activity. What follows then are some recommendations and criticisms which might be useful to schools and OUTWARD BOUND staff. These recommendations are suggested in the hopes that they will help improve the quality of the relationship between OUTWARD BOUND and high schools. The public and private schools and OUTWARD BOUND need each other. The schools provide the testing ground, the reality tests for the innovations and ideas which the OUTWARD BOUND schools seek to implement, and OUTWARD BOUND can supply the school with ideas and a process which may begin to solve some of their problems.

Imposition of Philosophy

OUTWARD BOUND should be careful not to impose its philosophy on the schools with which it is associating. They should enter a school on the terms of the school. Each school has its own set of needs and interests and OUTWARD BOUND should tailor its program to fit those needs and interests. Schools are frequently slow to

adopt change and although impatience with the degree and pace of change in educational institutions is understandable, OUTWARD BOUND should recognize that in order to be successful it must move at a pace which is consistent with the operations of the school. Many people within OUTWARD BOUND are well aware of the differences between their mode of operation and that of the public and private school. Robert Lentz of the National OUTWARD BOUND Office has stated, "OUTWARD BOUND must be careful to respect the philosophy and style of individual schools. We will work within the goals and terms of a school as it has defined them. We can't set up their goals and criteria." Joseph Nold, director of the Colorado OUTWARD BOUND School, another who is aware of this problem. He said,

"Our main difficulty was our impatience with the way decisions were made in a public school. We tend to make decisions pretty quickly because we don't have so much structure in our organization, but a public school is different -- you need different techniques there. Our tactic now is to expose the teachers and administrators to our program and philosophy, then turn the responsibility to design a program over to them."

The fruits of this kind of "soft sell" policy are readily apparent in the case of East High School already mentioned

where teachers have designed a program (using OUTWARD BOUND as a consultant) which meets their specific desires and interests. The point is then that OUTWARD BOUND can expose teachers and administrators to their techniques and philosophy, but the school personnel itself should be responsible for the goals of its particular program.

Point of Entrance

Given that schools operate in differing ways and change at varying paces, what is the optimum point of entrance for an OUTWARD BOUND program? Just as OUTWARD BOUND must respect the philosophy and goals of the educational institution, there are some institutions which are not ready to accept OUTWARD BOUND and OUTWARD BOUND should not become involved in what can be a quagmire of trivial rules and petty regulations. There is no set answer to this question, but I suspect there are a few guidelines which OUTWARD BOUND might look for as more and more schools become interested in their programs.

Certainly uppermost in mind is that any program entering a school must have the support of the chief decision-making officer; in most cases this is the

principal or headmaster. He is the man who can clear away the bureaucratic hangups which can numb and stultify a program. He can alter the schedule, get the permission, grant the excuse time and open the channels for the program. As educational leader of the school, he can provide the morale and enthusiasm which is crucial to a new or innovative program and which can gain the support of the faculty. The principals of East High and Woodward High (Toledo, Ohio) have both taken part in OUTWARD BOUND experiences and are ardent supporters of experiential activities. The headmaster of Webb School went with the students to the North Carolina OUTWARD BOUND program. The head of the Upper School at Germantown Friends school participated with the students in their OUTWARD BOUND program. The superintendent-principal at Lincoln-Sudbury High School is a strong advocate of OUTWARD BOUND in his school. He is now on the board of one of the OUTWARD BOUND schools. Thus, any program wishing to gain a strong foothold in a school, must seek to gain the open support of the principal or headmaster.

Faculty support is also an important ingredient to look for as a program enters a school. Scheduling, time

spent in classes or extra-curricular activities will be affected by the implementation of an OUTWARD BOUND program and the degree of the success of the program. Consequently, OUTWARD BOUND should seek situations where there is already some faculty support or at the very least a strong likelihood that the program will gain some measure of faculty support. This support is important not simply because the program will affect classtime and schedule, but because the program should become the province of the faculty. As already mentioned, it should become their program. Obviously, there is no fixed number of faculty which should be pro-OUTWARD BOUND before the OUTWARD BOUND staff should enter the school. Different faculty members have varying degrees of influence. This is simply a matter to which the OUTWARD BOUND staff must be sensitive.

Certainly there should be some sense of commitment on the part of a school system before an OUTWARD BOUND program should enter. This commitment might represent faculty participation, time available during normal school day for program development and evaluation, funds for equipment or transportation or staff remuneration.

A school system should be willing to send a number of teachers to OUTWARD BOUND seminars or courses. There must be a base of knowledge and support within a school for the program to have a chance of success and impact. Systems willing to release or compensate groups of teachers for OUTWARD BOUND programs should be given top priority by OUTWARD BOUND. These factors should be part of the overall equation determining just what the optimum point of entrance for OUTWARD BOUND is.

Whether or when a program or outside organization should enter a school system is at best a difficult dilemma. This evaluation is not suggesting that OUTWARD BOUND seek only the flexible, innovative and progressive schools for placing its efforts. However, there are schools which are more ready than others to undergo the kinds of questioning and self-examination which generally arise from the type of program and philosophy which OUTWARD BOUND represents. Rather than dispensing their energy in a whirlwind attempt to reform all of education, OUTWARD BOUND in recognition of the factors previously cited should choose schools where there is a reasonable chance of receiving an open and questioning ear.

Development of the Program

As soon as it is safe or possible, OUTWARD BOUND should leave the direction and development of the program in a school to the school personnel itself. This recommendation has really been implied in the first section of this chapter. OUTWARD BOUND, if only because of the factors of time and money, cannot afford to run programs for a great number of schools. The schools themselves should take over as much as possible the direction and implementation of the programs. Throughout its association with a school, OUTWARD BOUND should seek to train the school staff in the necessary skills whether it be in the areas of wilderness skills or curriculum development ideas. After an initial testing and learning period, OUTWARD BOUND should play an increasing role of consultant or advisor, leaving more and more of the direction and implementation to the faculty of the school. At Sterling School, the faculty and administration have taken what they wish from OUTWARD BOUND and gone the directions they wished. At Lincoln-Sudbury, several staff members are equipped to handle the wilderness and safety skills necessary, and thus, they run their own programs, with advice from OUTWARD BOUND. At Trenton

High School, the science department in conjunction with a former OUTWARD BOUND instructor have developed a program of science enrichment. I think it both economical and philosophically sound that as much as possible the OUTWARD BOUND program be turned over to the school staff or personnel. It should be mentioned that this does not mean that all school staff involved with an OUTWARD BOUND program activity must have advanced wilderness skills. The OUTWARD BOUND program may take any number of directions some of which do not necessarily require wilderness skills. Experiential learning does not have to take place in the wilderness.

As A Special Program

Some thought should be taken about the placement in the school of an OUTWARD BOUND program. If it is only a special program for a select few (disadvantaged, super-achievers, etc.) then it may well remain outside the mainstream of the school program. If OUTWARD BOUND is to play a role in changing the fundamental process of education within a school, it should strive to become more than simply a dumping ground for special students

for which the school has no program. If this is the only way the program can enter, then OUTWARD BOUND will have to weigh its chances of survival or success, but this evaluation believes it should seek to draw as many students as possible from different backgrounds within the school, and try to be placed in the regular curriculum of the school.

Dissemination of Information

OUTWARD BOUND has done an admirable job of disseminating information about its program to educational institutions. Its newsletter, "What's Happening" includes a number of contributions from schools describing the ways they have implemented OUTWARD BOUND techniques and philosophy. Every effort should be made to increase the number of contributors to this magazine as it represents a vehicle for advising and sharing in what can be done with an OUTWARD BOUND program. The preparation and mailing is an expense, but a worthwhile one. Schools having OUTWARD BOUND programs might take some of the responsibilities for sharing their perceptions and advice with other schools in the same general locale. A conference might be held every so often in different locales to bring together schools with OUTWARD BOUND programs to share with each other the methods and

directions which their programs have taken. While this report advocates that OUTWARD BOUND, after an initial period of introduction and generation, should withdraw from a school, this reviewer believes that lines of communication remain open between the school and OUTWARD BOUND. Information sessions should be held and time set aside for joint evaluation and interpretation.

Conclusion

In summary, the preceding points have not been criticism pointed at OUTWARD BOUND or the schools so much as they have points of consideration for the future relationships between OUTWARD BOUND and the schools. The points are not specific because there are no set prescribed rules for governing relationships. These have been set down as points of consideration based on the experiences which OUTWARD BOUND and the schools have had together. They are guidelines which OUTWARD BOUND and the schools should reflect upon and be aware of as OUTWARD BOUND seeks to further its impact on the nature of education.

CHAPTER VIII

CONCLUSION

Several generalizations can be made as to the nature of the impact which OUTWARD BOUND has had on the high schools with which it has been involved. It has affected a number of areas within the structure of a school -- teachers, relationships, students, curriculum. This report has attempted to describe and examine some of the recurring and frequent developments which have resulted in schools which have adopted OUTWARD BOUND programs. The OUTWARD BOUND programs have served a variety of functions in different schools but the following conclusions might be drawn about its role and impact.

As Catalyst

Once OUTWARD BOUND programs have been introduced and implemented within a school, they seem to serve in the role of a catalyst. The OUTWARD BOUND process does serve to raise questions about the standard educational programs present in many schools. It challenges several notions about scheduling, curriculum, requirements, student-teacher relationships, strictly cognitive curricula, and performance

criteria to mention a few. Frequently schools are changed as they revise their normal procedures and implement new programs in light of this questioning. Once the process of self-examination is begun it can lead to a thorough study and revision of the school policies. Too, once one innovation is introduced, it can lead to a snowballing effect. Because the quality of the relationship between students and teachers is improved (more trust, sensitivity) the atmosphere or climate in the classroom is altered and different types of activities or topics can be pursued or different techniques can be used. As more and more classrooms are changed the overall climate of the school is altered. The OUTWARD BOUND program has often served to stimulate and foster the professional development of members of the school faculty. Many times teachers are anxious to try something new and OUTWARD BOUND can serve as the vehicle needed to release their creativity and imagination. Individual talents have found a place to serve in OUTWARD BOUND programs. In numerous instances, the OUTWARD BOUND activity has brought teachers together who have gone on to design programs of their own. It has served as a vehicle to release and channel the concern which many teachers feel about the direction their school

is going and help them to establish a new direction. Perhaps this catalytic role is OUTWARD BOUND's most significant function within a school. Areas of discontent and questioning are opened and solutions begin to emerge and are tried. Murray Durst, the executive director of OUTWARD BOUND, Inc., sees the organization in this role. He says, "OUTWARD BOUND is a process which facilitates an educational process within a school." Kurt Hahn, the founder of OUTWARD BOUND often spoke of the program as a force of "ignition". Thus, OUTWARD BOUND programs have served to stimulate schools and teachers into the process of self-examination and evaluation. If the problem in our schools is one of "mindlessness" (as Charles Silberman says) then the implementation of OUTWARD BOUND programs is one way to move schools in the direction of self-examination.

Experiential Education

In a good number of cases, as indicated throughout this report, OUTWARD BOUND has legitimized and provided sanction for the progressive notion of learning by doing. Activity and experiences (reality testing) have played a diminishing role in classrooms as teachers feel more and

more pressure to get up to World War II, finish the book, or prepare the student for chemistry.

OUTWARD BOUND represents a refreshing return to a spirit of involvement, action and decision-making which is all too lacking in public and private schools. Again, Silberman suggests that, "the teacher's role must change in other and equally profound ways. There must be far less telling on the part of teachers, and far more doing on the part of students."¹ The training in wilderness skills, survival, and rescue, plus the emphasis on service are all ways in which the OUTWARD BOUND program incorporates the notion of "learning by doing". The essence of the OUTWARD BOUND program is for the student to learn through a direct confrontation with the situation or problem. The live-in, work-study programs described in this report are all examples of how experience has become a vehicle for instruction in many programs within schools. As an increasing number of students complain about the sterile curriculum and demand more relevant and individual programs, the OUTWARD BOUND process offers a dynamic and realistic alternative.

¹ Charles Silberman, Crisis in the Classroom, Random House, New York, 1970. p. 218.

Curriculum Reform

OUTWARD BOUND programs, once implemented within a school, have proven to be a vehicle for curriculum reform. Not only have they generated attempts to introduce more activity into the classroom or curriculum, the programs have also served to bring questions of personal development and individual values into the classroom. Questions of personal self-worth are part of the result of an OUTWARD BOUND program and thus, confidence, maturity, self-examination have become the legitimate concern of the curriculum. Both teachers and students are confronted with these questions as they participate in the OUTWARD BOUND activities. Because it deals with the growth and development of individuals, OUTWARD BOUND can serve to bring these topics into the curriculum of the school.

Human Relations

For institutions faced with human relations problems, the racial strife at East High for example, OUTWARD BOUND can serve to bring opposing groups together and initiate dialogue and interaction between them. In many of the OUTWARD BOUND activities, the participants must relate to each other, live and work together if they are to

survive. Because there is frequently stress or danger involved, conventional social defenses are down and the participants learn about each other quickly and deeply. Having survived and/or succeeded, they are more ready to discuss and work toward the solution of their own problems together. The activities stimulate a climate of acceptance, knowledge and tolerance. The tension and/or docility which is prevalent in classrooms in many schools could be lessened with such a program of interaction.

For individuals, students, and teachers, OUTWARD BOUND programs have been of proven value. Students have found a sense of accomplishment and reward. Teachers have discovered new dimensions in their teaching. Insofar as these individuals become excited about education and their role in education, schools become better places for both students and teachers. To this degree, OUTWARD BOUND has had an impact on the nature of schools.

Finally, then, OUTWARD BOUND served as a significant educational force. It can function on a variety of levels and be interpreted in many ways. As schools seek answers to the frustrations which they face, OUTWARD BOUND represents

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a process which has the potential to help the schools become more relevant and help them begin the process of change toward humane, sensitive institutions concerned with the education of children and adults.

APPENDIX

The following is a brief description of the programs in the twelve schools involved in this paper. Included are the names of the principal director of the OUTWARD BOUND programs in the schools. It is hoped that this list might prove helpful to those seeking more detailed information. The description which follows is general and not always complete because, as indicated in the report, OUTWARD BOUND is a process and can be applied in a variety of ways. It is not simply an extension of the curriculum. Several teachers are using OUTWARD BOUND concepts as a part of this daily instructional procedures and this is not listed as a program.

Adams City High School
Adams County School District 14
4720 East 69th Avenue
Commerce City, Colorado 80022

Principal Director: L. Arnold, Director of Secondary Instruction Program: The OUTWARD BOUND program has evolved into the "Dare to Care" program and now into the "Action-Interaction Curriculum." The main components of the program are:

1. Homecraft House: "Special education students under the direction of the teacher began with a very run down and abused house and within a nine-month period of time completely refurnished the structure both inside and out."¹

2. Community Service. Students are assigned to work in a variety of community agencies including Headstart, mental health clinics, mentally retarded centers, orphanages, etc.

3. Special Occupational Need. This project provides low-achieving students with opportunities to work in on-the-job experiences. Classroom instruction

¹ Title III-ESEA-"Action-Interaction Curriculum" Report 1969-70, p. 2.

is also given.

4. Sixth Grade Science Enrichment. This program includes field trips to collect and identify plant and animal life which is then used for study in the regular science curriculum.

5. Mountaineering Program. In this activity, students learn a variety of mountaineering skills and are able to utilize skills on several expeditions.

6. River Trip. A 4-day river trip for teachers and students include activities which relate to biology, geology, history, math, English, inter-personal communications, adventure and challenge are a part of the focus of this trip.

7. Mini Program. A special category under which provision can be made for special experiences relating to the regular curriculum.

Winston Churchill High School
1850 Barley Hill Road
Eugene, Oregon 97405

Principal Director: C. W. Zollinger, principal of the school.

J. Clyde, vice-principal. He has taken part in the first Churchill Challenge.

M. A. Smith, guidance counselor. She took part in the first Churchill Challenge and is in the process of preparing a report on its effects.

Program:

In May 1970, 50 juniors and 6 faculty members took part in a 21-day OUTWARD BOUND program run by the Northwest OUTWARD BOUND School. Plans for 1971 included all four high schools in Eugene. 160 students and 16 faculty will participate in another 21-day OUTWARD BOUND experience run by the Northwest OUTWARD BOUND School. Several teachers and students have also attended the regular summer OUTWARD BOUND courses. Outdoor programs have been expanded in the elementary schools with several who participated in the Churchill Challenge working with the elementary school students and teachers.

A steering committee for outdoor programs has also been established as well as an outdoor coordinator.

Concord-Carlisle Regional High School
Concord, Massachusetts

Principal Director: J. Eten, teacher
J. McClelland, teacher of physical education

The Program:

Several teachers and students have been to the regular summer OUTWARD BOUND courses.

Several short expeditions and outings have been run throughout the school year -- weekends, vacations. There is a Canoe and Kayak Club.

A one-week ecology field trip to Wellfleet was established involving 4 teachers and approximately 20 students.

During the summer 3 trips were arranged -- Androscoggin River (canoe trip), Mount Katahdin (climbing trip) and Cape Cod (bicycling and hiking trip).

A longer trip during the summer of 1971 is planned involving students and teachers.

Several teachers are using experiential techniques in their classrooms. A course in values has been initiated.

East High School
1545 Detroit Street
Denver, Colorado 80206

Principal Director: Robert Colwell, Principal
Craig Spillman, Coordinator of Senior Seminar

The Program:

Several teachers and students have taken part in the regular OUTWARD BOUND School courses.

The Senior Seminar and other activities have already been described in Chapter V. To obtain a complete report on the Senior Seminar write to East High School.

Germantown Friends School
31 West Coulter Street
Philadelphia, Pennsylvania 19144

Principal Director: John Emerson, head of upper school

The Program:

Two OUTWARD BOUND programs were initiated in 1970-71. The first was a three-day experience on the Rancocas River in New Jersey for all seventh grade students and faculty. The second, a three-day experience at the Delaware Water Bay in Pennsylvania for all tenth grade students and faculty. Both expeditions were directed by Phil Costello, Director of Project USE, Building A, Warren Plaza West, Highstown, New Jersey.

Some teachers have participated in OUTWARD BOUND Seminars and are using experiential techniques in their classrooms.

Lincoln-Sudbury Regional High School
390 Lincoln Road
Sudbury, Massachusetts 01776

Principal Director: W. Ruliffson, superintendent-principal
J. Kleiser, athletic director

The Program:

Several faculty (including the whole physical education department) have attended the regular OUTWARD BOUND School courses.

Several programs have been initiated in the last three years. These programs vary in length. The programs are run during school time, after school, weekends, vacations, and summer. Typical OUTWARD BOUND equipment has been built on the campus. Their Nimbus Course includes rock climbing, kayak and canoe work, expeditions, drownproofing, etc. The program is available to all students and many students and teachers have taken part.

An alternate semester program is available for juniors which will be similar to the East High Senior Seminar.

Minnetonka High School
Route 6, Box 356
Excelsior, Minnesota 55331

Principal Director: G. Cox
B. Schultenover

The Program:

OUTWARD BOUND is involved in two special programs which the school has implemented. SWAS (School Within a School) and the Mini-School. Expeditions and wilderness training have been a part of the program for the students. The programs begin with a ten-day canoe trip.

Several teachers and students have attended the regular OUTWARD BOUND courses. OUTWARD BOUND Workshops have also been held for the teachers. Credit is granted to the faculty for participating in OUTWARD BOUND courses.

Travel-study expeditions (2-3 weeks) have been led in Appalachia and the Grand Canyon.

Saint Alban's School
Washington, D. C.

Principal Directors: J. Kielsmeier
D. Hull
M. Forsythe

The Program:

The Voyageur Activity Program is a program of Kayaking or rock climbing available to all high school students as an alternative in the physical education program.

The Voyageur I is designed for 10th and 11th grade students to take special study or service projects during the year. Training in outdoors and related skills is offered and several weekend and vacation expeditions are held.

An ecology unit is taught in the 8th grade which involves several academic disciplines and involves an expedition to the beach.

Several seniors, along with seniors from Cardozo High School in Washington are attending a program at the North Carolina OUTWARD BOUND School for their Science Project.

A Lone School Outing Clinic is being formed.

Sterling School
Craftsbury Common, Vermont 05827

Principal Director: S. Wright, Assistant to President,
faculty members

J. Stebbins, Headmaster

W. Bermingham, President

The Program:

OUTWARD BOUND program and philosophy is inculcated into many of the aspects of the school and is already described in Chapter V. An extensive and vigorous program of wilderness training, conservation leadership, expeditions, and solo is part of each student's regular school program of study.

The Short Course is a program of wilderness training and expeditions made available to students from other school systems.

Some excellent printed materials describing the programs at Sterling are available from the school.

Toledo Board of Education
Manhattan And Elm
Toledo, Ohio 43608

Principal Director: W. Tapola, director Outdoor Education

F. Dick, superintendent

T. Szelagowski, principal of Woodward High School

The Program:

The school system has actively sought (and gathered) funds (Title I, ESEA) to send students, teachers, and administrators to regular OUTWARD BOUND courses.

The administration has initiated a department of Outdoor Education which is running a variety of programs for different schools in the system. As well as running expeditions and camping trips, they are developing curriculum to help teachers use the outdoors as a regular part of instruction.

Woodward High School, in particular, has several students and teachers, (and the principal) who have attended OUTWARD BOUND School. They have also initiated an OUTWARD BOUND Club whose primary objective is to develop community service projects.

This past spring, ten teachers, an assistant principal, and three community workers took part in a special OUTWARD BOUND trip to Mexico.

Trenton High School
Trenton, New Jersey

Principal Director: P. Costello, Director, Project USE,
Warren Plaza West, Hightstown, New
Jersey

The Program:

A three-year grant in 1966 from a variety of sources placed the OUTWARD BOUND program under the direction of Phil Costello in the school for three years. A wide variety of activities -- wilderness training, expeditions, work study, and community service were developed. Funding ran out in 1970.

This year, OUTWARD BOUND activities, (called a Day in Another Environment) are fun as an extension of the Science curriculum. Other high schools and Trenton State College send personnel on these trips.

Webb-Bell Buckle School
Bell Buckle, Tennessee 37020

Principal Director: C. Hartbarger, Athletic Director
K. Stuckey, headmaster

The Program:

Started in 1970, 16 senior boys plus the athletic director and headmaster attended a course at the North Carolina OUTWARD BOUND School. In 1971, the program has been opened to both juniors and seniors.

Several activities in the physical education program incorporate concepts from OUTWARD BOUND.

STUDIES AVAILABLE FROM OUTWARD BOUND

"An Analysis Of The Impact Of OUTWARD BOUND On Twelve High Schools." Schulze, Joseph R. Mankato State College, Minnesota, 1971

"OUTWARD BOUND: A Means Of Implementing Guidance Objectives." Lovett, Richard A., University of Toledo, 1971

"Evaluation Of The OUTWARD BOUND Teachers' Practices." Hawkes, Glen, *et al*, University of Massachusetts, 1970

"OUTWARD BOUND Schools As An Alternative To Institutionalization For Adolescent, Delinquent Boys." Kelly, Francis J., and Baer, Daniel J., Boston College, 1968

"Effects of OUTWARD BOUND Training On Urban Youth." Schroeder, Harold M. and Lee, Robert E., Princeton University, 1967

OUTWARD BOUND, Inc.
Reston, Virginia 22070 Phone: (703) 437-5454

Northwest
OUTWARD BOUND School
3200 Judkins Road
Eugene, Oregon 97403

Minnesota
OUTWARD BOUND School
330 Walker Avenue South
Wayzata, Minnesota 55391

North Carolina
OUTWARD BOUND School
P.O. Box 817
Morganton, North Carolina 28655

Hurricane Island
OUTWARD BOUND School
P.O. Box 729
Concord, Massachusetts 01742

Colorado
OUTWARD BOUND School
P.O. Box 7247
Park Hill Station
Denver, Colorado 80207

Texas
OUTWARD BOUND School
391 / Cedar Springs Road
Dallas, Texas 75219

Dartmouth OUTWARD BOUND Center
P.O. Box 50
Hanover, New Hampshire 03755